



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Morgan Hill Unified School District

CDS Code: 436958300000000

School Year: 2022-23

LEA contact information:

Dr. Carmen Garcia

Superintendent

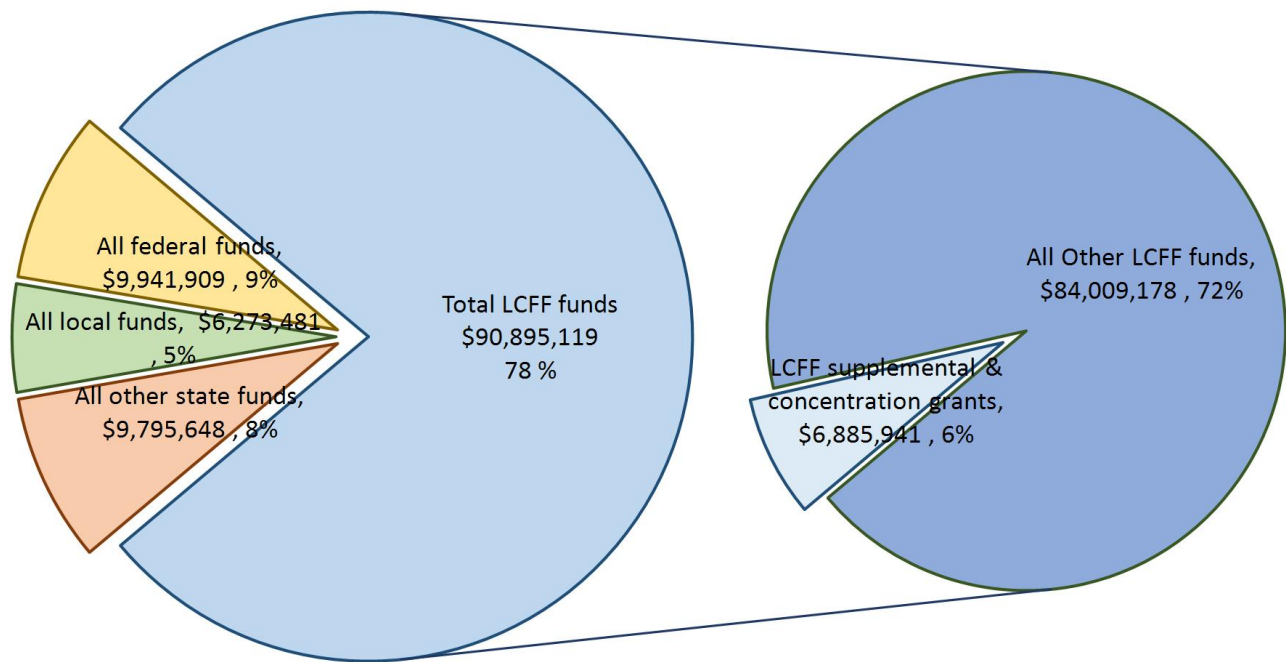
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408.201.6023

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

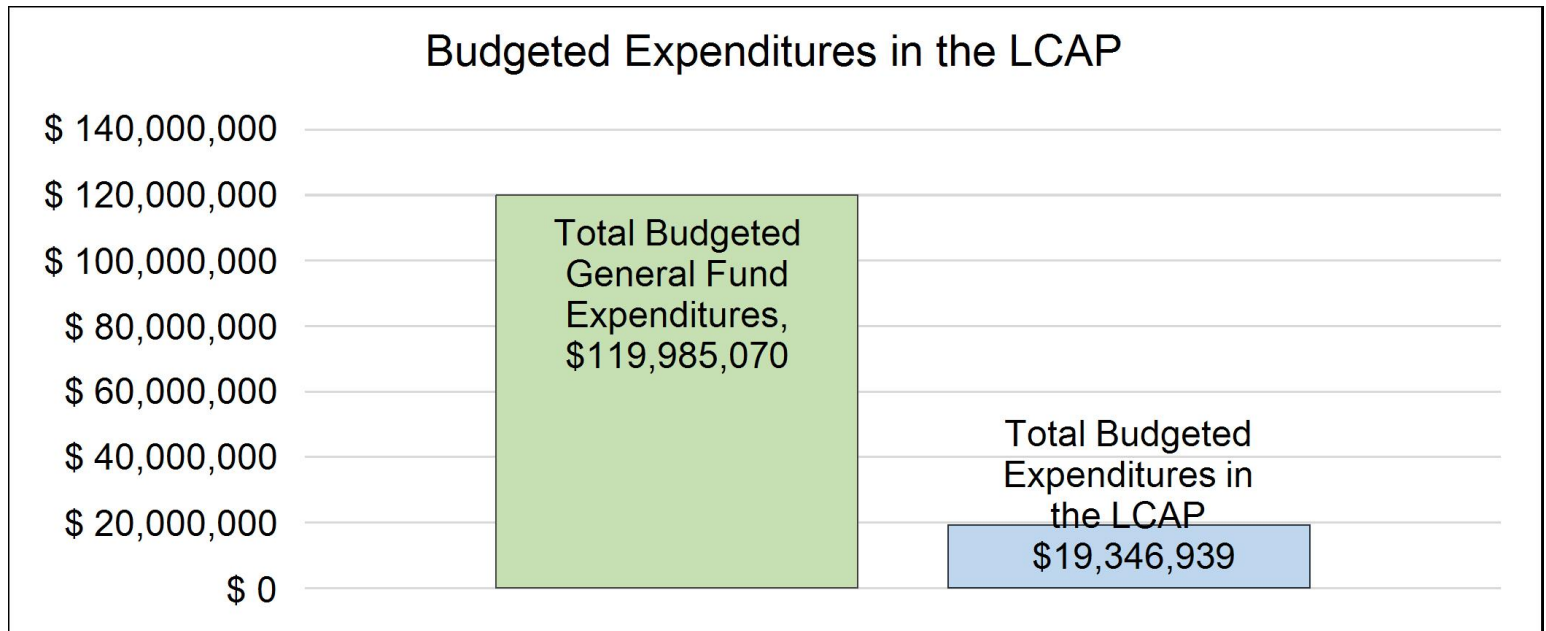


This chart shows the total general purpose revenue Morgan Hill Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Morgan Hill Unified School District is \$116,906,157, of which \$90,895,119 is Local Control Funding Formula (LCFF), \$9,795,648 is other state funds, \$6,273,481 is local funds, and \$9,941,909 is federal funds. Of the \$90,895,119 in LCFF Funds, \$6,885,941 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Morgan Hill Unified School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

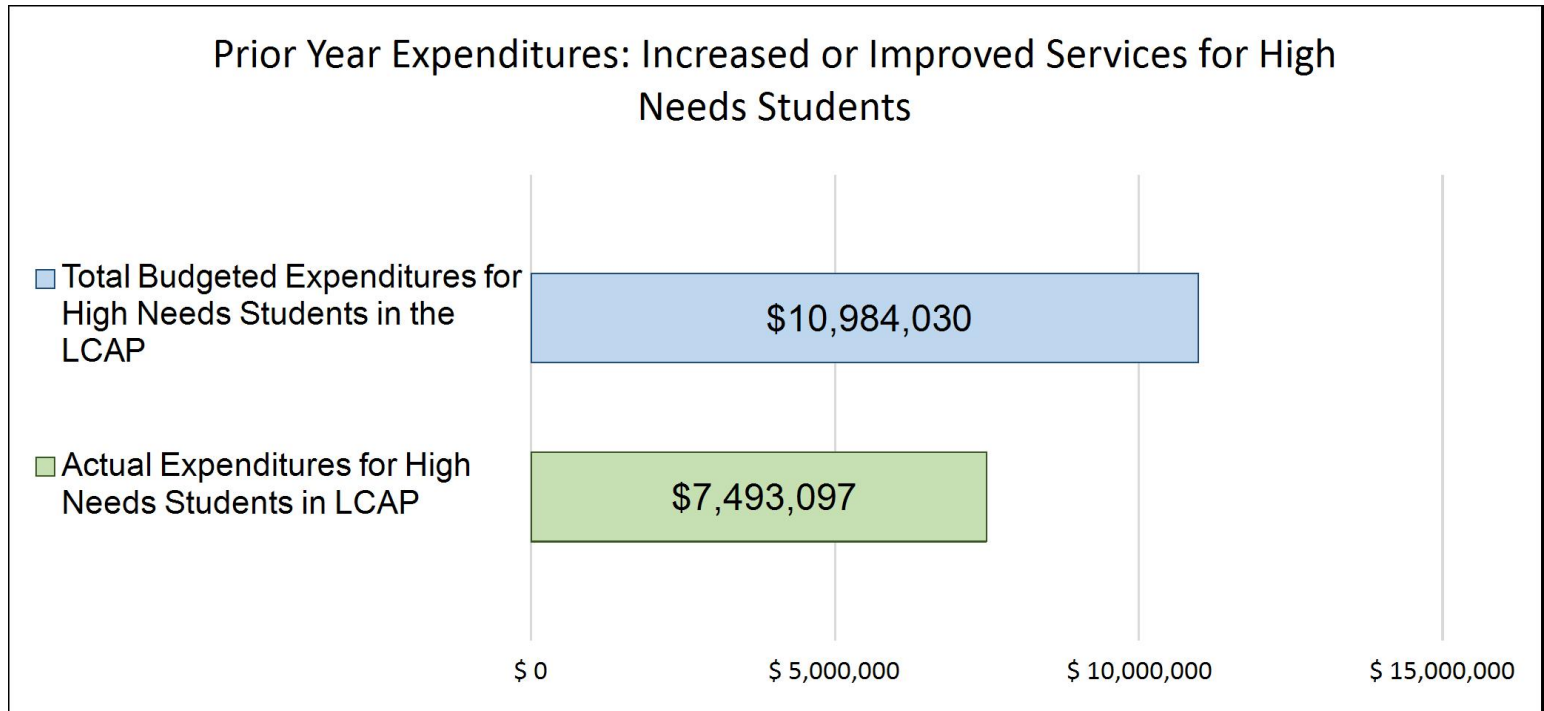
The text description of the above chart is as follows: Morgan Hill Unified School District plans to spend \$119,985,070 for the 2022-23 school year. Of that amount, \$19,346,939 is tied to actions/services in the LCAP and \$100,638,131 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Morgan Hill Unified School District is projecting it will receive \$6,885,941 based on the enrollment of foster youth, English learner, and low-income students. Morgan Hill Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Morgan Hill Unified School District plans to spend \$6,919,229 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Morgan Hill Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Morgan Hill Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Morgan Hill Unified School District's LCAP budgeted \$10,984,030 for planned actions to increase or improve services for high needs students. Morgan Hill Unified School District actually spent \$7,493,097 for actions to increase or improve services for high needs students in 2021-22.



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Morgan Hill Unified School District	Pilar Vazquez-Vialva Assistant Superintendent Educational Services	vazquez-vialvap@mhusd.org 408-201-6000

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Morgan Hill Unified School District (MHUSD) regularly engages educational partners in English Language Advisory Council (ELAC), District English Language Advisory Council (DELAC), Migrant Parent Advisory Council (MPAC), Special Education Advisory Council (SEAC), District Home and School Club meeting, and school meetings on academic, social emotional development, and health and safety.

In the Fall semester, MHUSD's educational partners contributed to the development of the ESSER III Plan, the ESSER III Safe Return to In Person Instruction Plan and the Educator Effectiveness Funds Review Plan. In early 2022, the Expanded Learning Opportunities Program (ELOP) will be created with input from educational partners, and it will describe the academic and enrichment opportunities for students during non-school hours.

MHUSD will continue to seek input from and consult with educational partners for the development of the LCAP and ELOP by using multiple modes of communication and engagement such as surveys, focus groups, coffee chats and living room chats with the Superintendent, Student Voices at the middle and high schools, Elementary and Secondary Curriculum Council, and Principal/Administrator meetings.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

MHUSD is committed to providing students with direct services at high priority schools eligible for Title I supplemental academic and enrichment resources. With the additional concentration grant funding received, not included in the LCAP 2021-22, the following staff and services were added to MHUSD and were included in the ESSER III and/or the Educator Effectiveness Grant:

- Wellness Counselors for Elementary & Secondary
- Wellness Center Assistants
- Academic and Wellness Coordinator
- Academic School Counselors
- Board Certified Behavior Analyst
- Board Certified Behavior Analyst Assistants
- Teacher for English Language Development (TOSA)
- Teachers on Special Assignment (TOSA)
- Independent Study Teachers on Assignment
- Multi-Tiered Systems of Support (MTSS) Bilingual Reading Intervention Paraprofessionals
- High Dosage-Learning Acceleration Literacy Tutors (Elementary)
- Elective Elementary Teachers for planning time
- Director of Family and Community Engagement
- Family and Community Engagement Lead
- Freshmen Success Coordinators
- Credit Recovery Teacher Assignments
- Summer School Learning & Credit Recovery Staff
- 9th grade Summer Connection Staff

Elementary Assistant Principals
Health Assistants

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The LCAP and Expanded Learning Opportunities (ELO) plans were developed with the ESSER III funding source in mind as the 3rd year allocation solution. The LCAP development, which included a series of multiple educational partner engagement sessions, coincided with the onset of the release of the ELO grant plan. MHUSD engaged with educational partners throughout the summer and fall using multiple modes such as surveys, focus groups, coffee chats and living room chats with the Superintendent, Student Voices at the middle and high schools, and regular scheduled meetings such as leadership and curriculum councils.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

MHUSD implemented the federal funding plan as it was designed and intended. The successes are the full implementation of the wellness centers, wellness/calming rooms, staffed school based mental health counselors, reconnected students to in-person learning and social emotional supports, created and staffed freshmen on track for success program, designed and staffed a reading tutoring program, increased academic counseling staff, increased in-class paraprofessional support staff, and continued to modify and adjust the plan to meet the evolving needs of the students and staff.

The challenges remain to be the recruitment of highly-qualified talent, COVID 19 pandemic and surges, inconsistent attendance due to the ongoing pandemic (students and staff), behavioral and social-emotional needs (increased stress and anxiety), and a renewed focus on academic student engagement.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

The 2021-22 fiscal resources received have enabled MHUSD to fully actualize the plans set-forth in the Safe Return to In Person Instruction

Plan and ESSER III Expenditure Plan. We continue to evaluate the evolving needs of students and staff in order to efficiently and effectively align and allocate the most appropriate resources for a safe, healthy and high-quality education.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Morgan Hill Unified School District	Dr. Carmen Garcia Superintendent	garciacarmen@mhusd.org 408.201.6023

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Morgan Hill Unified School District's vision is for all students to receive an excellent education and to be empowered to succeed in school. Students will be prepared to achieve in a diverse, global society and make meaningful contributions in their community. Students will become critical thinkers and problem solvers who can thrive in the challenges of the 21st Century. As the District continues to deepen and

strengthen the educational system for equity, it is recognized that the District must be innovative in offering a rigorous and equitable learning experience for all students.

Morgan Hill Unified School District encompasses a diverse population, occupying a substantial, 300 square mile area in the southern region of Santa Clara County. The 14 neighborhood schools are the heartbeat of the community, with each school providing a central destination for education, growth, and support on both an academic and social-emotional level. The District is currently the largest employer in the City of Morgan Hill, employing approximately 800 employees in positions ranging from maintenance, bus drivers, and office staff to teachers and administrators.

The District serves an estimated 7,900 students within six elementary schools, two K-8 schools, two comprehensive middle schools, one continuation high school, two comprehensive high schools, and one community adult school. MHUSD's schools are in Morgan Hill; however, there are also schools located in South San Jose and San Martin. The elementary schools offer five focus academies that capture the interest of students and staff alike. San Martin/Gwinn welcomes close to 700 students in K-8 and offers an excellent 90/10 Dual Immersion Multicultural Education (DIME) model program and also offers an Environmental Science Academy. Jackson Math and Music Academy teaches a little over 600 students where music is integral to learning. Whereas, El Toro Health and Science Academy, Paradise Valley Engineering Academy, and P. A. Walsh STEAM Academy create learning environments and makers-spaces for young curious, creative minds in smaller school settings ranging from roughly 375 to 525 students. The other two K-5, schools Barrett and Los Paseos, cultivate an environment of belonging and meaningful learning for close to 400-500 students. The largest K-5, Nordstrom, teaches close to 650 students in one of the newest elementary campuses in the district. The District has experienced a decrease in enrollment for the 2021-22 school year of an estimated 200 hundred students.

Both comprehensive middle schools both foster inviting, inclusive learning environments focused on preparing students for high school. Britton is one of the new state-of-the-art remodeled campuses and welcomes close to 700 6th-8th grade students in downtown Morgan Hill. Like Britton, Martin Murphy welcomes close to 700 students on their campus and offers a variety of extra-curricular activities for students with a range of interests located in San Jose.

Live Oak, Sobrato, and Central High School are focused on building relationships and creating culturally responsive school environments to over 2,500 young people in grades 9th-12th. The three schools offer a variety of academic courses and extracurricular activities and they are not only focused on preparing students for college and/or career, but also on supporting the whole child in their social emotional development and wellness. Community Adult Education provides a second chance learning opportunity for adults to experience academic success and/or community connections and resources.

Data for this LCAP is reported from the California School Dashboard (2019-20), DataQuest, DataZone (county/district student data system), College Board, and local assessment results. Resources are attached for user reference and further explanation of the contents within the LCAP. Since the California School Dashboard does not report data from 2020-21, we continue to reference the 2019-2020 data reported on the Dashboard.

MHUSD's Board of Education is committed to equal opportunity for all individuals in education. MHUSD's programs and activities do not discriminate on the basis of gender, gender identity, age, sex, race, color, religion, ancestry, national origin, ethnic group identification, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. The Board actively promotes programs that ensure that discriminatory practices are eliminated in all District activities.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Morgan Hill Unified School District has experienced successes despite the multiple competing challenges that emerged from a global pandemic. In 2021-2022, we fully reopened all 13 preschool-12th grade schools and the community adult school. Through a series of safety measures implemented and revised to respond to COVID-19 virus, we remained open and able to provide full in-person instruction. As an alternative to in-person learning, we provided Independent Study for students in grades K-12. We consistently maintained an enrollment of an estimated 190 students, although, the enrollment rapidly shifted during the year resulting in over 350 different students being served throughout the year.

In August 2021, we opened four Wellness Centers at Britton and Martin Murphy Middle Schools and Live Oak and Sobrato High Schools to support our students' mental health and social-emotional well-being. By January 2022, we opened the fifth Wellness Center at Central High School. For elementary-age students, wellness counselors provide support to students on a referral basis and through small groups. By April 2022, we hired two additional wellness counselors to support our elementary students. Currently, a total of seven wellness counselors support our students district wide.

Despite the challenges experienced with evolving student, family, and staff needs, our district and school administrators, teachers, and staff collaborated to find solutions to support academic and social-emotional needs. Collectively, new plans and programs were organized to support students and staff. In response to the impact of the pandemic, we focused our attention on our multi-tiered system for student support. New roles and staff were added across the district in the following areas: academic and wellness counselors, additional teaching staff in schools with the highest student needs, additional classified staff to manage the increase of COVID-19 related challenges, additional paraprofessionals to support diverse student learners, and new programs to gather student social-emotional data.

Highlights in MHUSD include: the 4-year cohort graduation rate increased from 87% to 89.2%, students with passing grades in 6th-8th increased 4% overall, and first-semester 9th-grade students on-track increased from 65% to 72.3%.

As we reflected on this current school year, we learned more about the needs and successes of our district. The identification of our areas of strength and growth is a success in that we took immediate action. We recognized a need to provide staff with training and we acted on it through professional learning communities, curriculum alignment, restorative justice practices, literacy and math instruction, social-emotional learning, counseling practices, and developing equitable learning environments. These focus areas will remain as we transition into the 2022-2023 school year. Based on input from parents/guardians and the need to provide collaboration teacher time, we are focused on providing

special elective classes for elementary students during the school day. We gathered a high school team of teachers, counselors, and administrators to focus on Freshmen Success and how to not only improve their experience but also how to improve our system for high school readiness and success. To continue to support college and career readiness, we are focused on developing more access to CTE pathways, dual enrollment and AP courses, and more electives by adding an additional school period. This year we collaborated to better understand the inequities and racial challenges our students experience. This was another step towards improving our educational system to support and nurture all students and families. We will continue to build upon this important work in 2022-23 and beyond. We recognize this is ongoing, collective work in collaboration with multiple educational partners. We plan to design more opportunities for student voice and agency, build restorative understanding and spaces, and hold regular times to connect as a community. We look forward to thoughtfully engaging in our commitment to develop our understanding and to take action for equity.

Our greatest success is what we accomplished this year and what we are committed to doing for students, families, and staff moving forward. As a system and a network of committed educators, we acknowledge that not all of our students have what they need to achieve their greatest potential. We have made significant changes and aligned resources to better meet their needs; however, there is more work to be done. Although the pandemic revealed great inequities, the inequities persisted far before the pandemic. Thus, we accept our responsibility to create systems designed for our students' academic and wellness success. We are committed to fostering the relationships, clarity, and actions to build on the successes that administrators, students, teachers, and the community have cultivated.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The second year of the LCAP is a collection of synthesized input from a variety of stakeholders, an analysis of the 2021-22 LCAP actions, services, and outcomes; diverse exchanges about system(s) of accountability, indicators, and measures for success; and creating equitable learning environments. Taking it further, as a system, we reflected on how we define success as educators and also as a system. This interrogation of thinking is part of the iterative process of developing an LCAP with a clear purpose and aligned actions which presents an overview of how we provide base services for all students and, just as important, how we allocate and align supplemental resources to goals for students that meet one or more of the following criteria: English Language Learner, living in temporary housing or Foster Care, and/or experiencing economic hardship.

In April of 2021-22, the chronic absenteeism rate was 23.7%, or 1903 students. This is a substantial increase of 16% in chronic absenteeism. Thus, we continue to focus on reducing chronic absenteeism.

In 2020, the California School Dashboard did not report student performance data. A review of the 2019 MHUSD Dashboard identified multiple indicators in the "Orange" performance category, which means there are significant opportunities to improve the educational system in order to support student progress and achievement. The areas of improvement from "Orange to Blue" include chronic absenteeism, graduation rate, college and/or career, English Language Arts, and mathematics. In addition, we are focused on student performance data

that is not reported on the California Dashboard but collected and gathered on DataZone, an internal student information system. To better calibrate, analyze, and create a system of accountability, we will analyze the data outlined in the metric tables in the proceeding pages.

To address the areas of performance gaps, we continue to strengthen the Multi-Tiered Systems of Support (MTSS) and are in the process of developing a districtwide MTSS Handbook with resources, common language, and protocols. In addition, we are adding a process and protocols for cycles of inquiry at the district and school level, identifying levers that impact student learning outcomes with the goal of scaling what is working and/or adjusting practices to achieve the desired student results, and aligning expert staff to support the most high-need areas as identified by student population goals. This includes partnering with experts in the field of curriculum, instruction, assessment, and instructional coaching. In addition, we allocated and aligned resources to high-priority need areas and are planning to design cycles of inquiry for immediate response to corrective programming, instruction, or interventions as identified by performance data, while ensuring an alignment between curriculum, instruction, and assessment.

To further support our students in their academic achievement and wellness, we will increase Teachers on Special Assignment assignments in the areas of Secondary English Language Development and Technology and Assessment as well as increase school support staff. For our middle school and high school students, we are focused on developing the skillset and capacity of the school MTSS and Success teams. We will continue to provide ongoing and goal-aligned professional development, implement train-the-trainer professional development, provide a district-wide restorative justice model that will complement our Positive Behavior Intervention Supports (PBIS) and strengthen staff understanding and strategies to support social-emotional wellness. In addition, we established a new director position to promote district and community relationships and outreach in education. MHUSD has multiple initiatives with a common goal of accelerating, promoting, and enhancing the academic achievement and wellness of our students as well as increasing the capacity of staff. In order to tie these initiatives together, the Educational Services Team will lead programs with a keen focus on students' academic and social-emotional progress and success. Last, predictable patterns persist for students identified as English Learners, Foster Youth, and Low-Income. Our overall goal is to change predictable outcomes for these student groups by systematizing design thinking, practices, policies, and access for all students. The illustrative descriptions from the California School Dashboard below are evidence of areas of need that we are addressing for student achievement with a high-priority focus on providing students what they need to achieve success in specific student populations.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2022-23 LCAP is focused on ensuring all students receive equitable resources and support for academic and social-emotional learning achievement and success using a Multi-Tiered Systems of Support (MTSS) for support. A particular focus on planning for, and allocating resources to, students in priority areas generated multiple educational partner engagement sessions. This plan includes four overarching goals that are aligned to the California State Priority Goals and Metrics, see Metrics in the Absence of Statewide Measures.

Goal 1: Advance College, Career, and Civic Readiness for Improved Year-Over-Year Student Achievement in Pre-K-12th grades

Goal 2: Promote Parent/Guardian, Family, and Community Engagement in Education to Support a Shared Vision of Student Achievement

Goal 3: Enhance Student Engagement, Social Emotional Learning, and School Climate that Fosters Relationships, Well-being, and Achievement

Goal 4: Improve Equity, Access, and Inclusion for Diverse Student Learners for increased opportunities for learning in the least restrictive environment (LRE), academic progress towards goals, and student achievement

The 2022-23 LCAP is designed with the guiding principles of the CA MTSS Framework and equity frameworks. These principles reflect the intentional work MHUSD has been designing and implementing for tiered student support. It also is reflected in MHUSD's vision of an equity-rooted and aligned LCAP to meet the needs of all students including students with extraordinary needs. The School Plans for Student Achievement (SPSA), Comprehensive Supports for Improvement (CSI), Expanded Learning Opportunities Program (ELO-P), Elementary and Secondary Emergency Relief (ESSER) Fund, A-G Completion Improvement Grant (A-G Grant), and the Educator Effectiveness Funds (EFF) Plan further provide funding, actions, services, and expected outcomes for student academic and social-emotional achievement. To further improve the approach to building the capacity of staff for excellence in teaching and learning, MHUSD is focused on a commitment to Professional Learning Communities (PLC) and building a practice of highly effective Professional Learning Teams. MHUSD is preparing to strengthen the approach for data cycles of inquiry by providing grade level or content teams the training needed to reflect and act on strengthening curriculum, instruction, and assessment including instructional strategies for student engagement and meaningful learning.

Goal 1: Reinforces the funding to actualize the intended outcomes, as well as, strengthening the alignment of actions and services. Revisions to actions were made to increase the likelihood of meeting the intended student learning needs for college and career readiness. The changes are explained in the Goal Analysis section.

Goal 2: Reimagines the approach to creating a school and district environment that is welcoming and inclusive of parents and guardians as partners. A new change for this goal is creating a Family and Community Center as well as creating a Director of Family and Community Engagement position to lead this goal. In addition, a new partnership, Parent Institute for Quality Education (PIQE), was established in 2021-22 and will continue in 2022-23.

Goal 3: Focuses on the development and alignment of Multi-Tiered Systems of Support (MTSS) for student academic and social-emotional progress. The Collaborative for Academic, Social, and Emotional Learning (CASEL) framework will provide an advancement on the essential guiding principles for relevant social-emotional learning for students and adults. In response to the increase of identified social-emotional and wellness needs, a series of professional learning, coaching support for staff and students, and multiple resources are included in this goal. This includes building a culturally responsive, relevant, and inclusive program with a healing and restorative approach to connect students, staff, families, and the community to resources for improved mental health, wellness, connections, and relationships that leads to student success and belonging.

Goal 4: The newest goal for the 2022-23 LCAP is to Improve Equity, Access, and Inclusion for Diverse Student Learners in order to provide increased opportunities for student learning in the least restrictive environment (LRE), student academic progress, and overall student achievement. This goal is in response to students with special needs not showing progress on the California School Dashboard from the Red tier for over three years.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

The Morgan Hill Unified School District and Central Continuation High School were identified for Comprehensive Support and Improvement for Graduation Rate in 2019-2020 and MHUSD will continue to receive support in 2022-23 based on this identification. MHUSD graduation rate is flagged as “orange” on the California Public School Dashboard, with a status of 84.7% and a 4% decrease from the previous year. Central High School’s graduation rate is flagged “red” with a status of 49.4% and a decrease of 11.3%. Ann Sobrato and Live Oak High Schools also contribute to the overall district graduation rate; ASHS (yellow) has a rate of 91.6%, decreasing 3.1%; and LOHS (orange) has a rate of 88.5%, decreasing 2.3%. Until the CSI identification is updated, MHUSD will continue to reference the 2019-20 Dashboard.

The 2019-20 graduation rates improved to 87% overall with Central High School improving by 12%; however, the district still qualifies for CSI aid and is continuing Differentiated Assistance work with the SCCOE. Since this time the state has paused identification of additional schools for comprehensive support and improvement due to the pandemic. This additional time has enabled the improvement efforts to drill down into deeper root causes and has identified specific milestones to support eventual high school graduation and make improvement efforts more sustainable. Such related foundational areas will be highlighted in the focus goals section of this plan and include, achieving grade level reading proficiency by the end of third grade; achieving algebraic thinking and readiness by the end of elementary school; supporting effective transitions between elementary, middle and high school; successful reclassification of English Learners by the end of middle school; and supporting students with disabilities to successfully pass Integrated Math 1 (IM1).

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

The Morgan Hill Unified School District continues to focus on the goals from the 2021-22 LCAP; however, has adjusted actions to better support the goals and expected outcomes. The budgeted expenses to support this plan is itemized in this budget tool. The district has also convened a CSI task force composed of stakeholder representatives from all high schools and conducted root cause analysis with the help of the Santa Clara County Office of Education Differentiated Assistance team. The task force identified the following student groups of concern: Hispanic/Latino students at all schools; students Socioeconomically Disadvantaged at all schools; Foster youth at Central; and Moderate-Severe Special Day Class students on Certificate of Completion pathways at LOHS. The team identified the following root causes and developed actions to address those causes:

Root Cause 1: Timeliness of identifying students who are off track for graduation and providing credit recovery.

Action 1: Identify all students who are credit deficient at each point where credits are awarded or earlier and assign to credit recovery. Use CSI funding for data to develop monitoring systems and conduct literature review and PD (Datazone). Update for 2022-23: Implement A-G

Completion Improvement Grant Plan actions and services to address students who may be credit deficient or need to improve a D to a C or above to become UC or CSU eligible.

Root Cause 2: Monitoring of student progress while on credit recovery.

Action 2: Develop a job description for credit recovery stipend teachers that includes defined expectations for student monitoring, support, and parent/guardian communication to enhance completion rates. Use CSI funding to pilot credit recovery stipends. Update for 2022-23: Increase counseling staff to reduce the number of students supported by an academic counselor and create a Counseling Plan that includes a system for monitoring students, engaging parents, and providing opportunities for students. Implement A-G Completion Improvement Grant Plan actions and services.

Root Cause 3: Transferring of students to Central after they have fallen too far behind to graduate.

Action 3: Develop a review process at the point of enrollment to ensure that students transferring to Central still have a realistic opportunity to graduate. Process to include informational pamphlets and sessions.

Root Cause 4: Hosting an Advent Program Drug Rehabilitation group home for court monitored foster students from across Northern California results in Central and MHUSD owning the statistics for short term students who rarely re-enroll in their home districts once their mandatory rehabilitation is over.

Action 4: District Superintendent will work with the Judicial system and CDE to explore unintended consequences of the Advent program and fair options to address impacts to the district data reporting.

Root Cause 5: Live Oak's hosting of moderate-severe SDC class results in certificates of completion being concentrated at LOHS where they do not count on graduation rate (although they would count on Central's DASS graduation rate due to discriminatory state metric methodology).

Action 5: Explore operating moderate-severe SDC class as a satellite program under our alternative school code.

Root Cause 6: Not claiming all cohort member graduates by the April census date due to using the previous June 30 date.

Action 6: Principals to conduct review and monitor registrar practices for identifying and tagging students in the student information system to ensure they are counted when graduating.

Root Cause 7: Assigning alternative school transfers to the proper cohort based on credits. Ensure granting variable credit as earned at the comprehensive high schools when students transfer.

Action 7: Alternative Counselor will be redirected using CSI funding to develop a system to monitor enrollments and assignments to cohorts as well as the awarding of earned variable credits for passed grading periods.

Root Cause 8: Need to maximize student engagement and relevant connection to work by deepening equitable instruction and high interest programs and pathways.

Action 8: Continue to develop capacity for culturally conscious instruction, increase access to college through work with Equal Opportunity Schools and Cal Soap, and increase relevance by continuing to develop CTE pathways. Update for 2022-23: Central will begin their partnership with the National Equity Project - BELE Network.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

CSI plan and student group monitoring will be based on change and status of the district and school site graduation rates as reported on subsequent California Public School Dashboards.

Each high school site Principal will also report to the Assistant Superintendent of Educational Services the following:

- 1). Identify 9th on-track for graduation success data team, cycle of inquiry, and staff professional development.
- 2). Results from 9-week data cycles for 9th grade on track for graduation and planned interventions.
- 3). Numbers of students on or off track to graduate at each semester of each grade level.
- 4). Numbers of students being identified, enrolled and completing credit recovery at ASHS, LOHS, and CHS.
- 5). Transcript audit findings of credits granted and cohort assigned when transferring to an alternative site.
- 6). Numbers of students on or off track to graduate at each grading period where credits are awarded at CHS.
- 7). Case studies of non-graduates to continue to identify additional actionable causal factors for falling off-track and that would inform the refinement of this plan.
- 8). Develop and implement A-G Completion Improvement Plan to include middle school students with Ds and Fs.
- 9). Identify 7th & 8th graders with Ds & Fs and the class(es) they are not successful.
- 10). Create a team to work closely with identified students and develop academic and social emotional plans for their success.

To provide a focus and measurable goal for the 2022-23 school year, MHUSD will increase the graduation rate percentage for Latino/a students by 6% (approximately 20 students) including a commensurate proportion of low SES and English Learners within that group.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Engaging MHUSD's Educational Partners is an LCAP goal and a priority that aims to actively support a shared vision of student achievement. We have thoughtfully planned for ongoing engagement with our partners. Our Educational Partners engagement is ongoing and started in early Fall 2021 with the development of the ESSER III plan as well as the other grants that required input from our educational partners. On October 19, 2021, MHUSD launched the first of a series of eight monthly themed Board meetings that was aligned to the LCAP Goal 1. The following themed sessions were presented, discussed, and open to the public: Student Achievement; Student, Parent and Community Engagement; Multi-Tiered System of Support (MTSS); Early Childhood Education; College Partnerships; Facilities; Career Technical Education & Focus Academies; and Community Based Organization Partnerships. The preparation for the themed sessions included multiple staff members from central office and school sites. They conducted research, collected quantitative and qualitative data, and created a presentation for the assigned open Board meeting. The sessions were facilitated by staff and designed to engage the members of the Board and guests.

- Teachers/MHFT: LCAP actions and input sessions are a recurrent agenda item on the Elementary and Secondary Curriculum Councils, a representative body for teachers. The teacher representatives are also represented and jointly plan agendas for the Curriculum Council. The input is recorded in meeting minutes and is considered the revision process to inform professional development and program adoptions. District executive team members meet monthly with the MHFT executive team member representatives.
- Classified/MHCEA: District administrators and supervisors meet monthly and share progress and latest developments.
- Leadership/MHELA: District administrators and supervisors meet twice monthly to plan, implement and refine actions in the LCAP and their school plans for student achievement. Alignment of vision and effort has been a priority in our strategic planning process.
- Students: Students have representatives on the School Site Councils as well as the School Board. In addition, students participate in Focus Groups, Listening Circles, and all students are invited to provide input through different surveys.
- Parents/Guardians, SSC, ELAC: School Site Council and English Learner Advisory Council representatives from all schools attended the Superintendent's engagement session to launch the revision cycle. The purpose is to consult and confer on the LCAP. The meeting was on May 6, 2022. Parents/Guardians are frequently invited and participate in regular chats with the Superintendent. In addition, the district hosts quarterly Home and School Club meetings, DELAC, SEAC, and MPAC meetings.
- DELAC: The District English Learner Advisory Council provided written input to confer and consult on the LCAP. The meeting was on 06/02/2022.
- SEAC/SELPA: Special education teachers, SELPA representatives, aides, administrators, and parents/guardians met to discuss LCAP Goal 4 focused on Special Education, as well as, the overarching LCAP goals, data points relevant to those goals and stakeholder input regarding the revision cycle of LCAP. The meeting was on February 9, 2022; March 11, 2022, and March 29, 2022.
- Student Services: Our families, including McKinney-Vento and Foster, are invited to provide feedback via survey as well as one-on-one sessions with the CARE providers from the time period of January - June 2022.

A summary of the feedback provided by specific educational partners.

- Governing Board: In 2021-22, the Governing Board reaffirmed its priority for educational equity as well as the overarching three LCAP goals of College and Career Readiness, Parent/Guardian Engagement, and Student Engagement/School Climate. In 2022-23, a new goal, LCAP Goal 4 was added to Improve Equity, Access, and Inclusion for Diverse Student Learners.
- Teachers: Teachers provided input into the topics of professional development, the adoption of instructional materials, and supplemental materials including tiered academic and social emotional support and intervention programs. Teachers and unit certificated unit members provided input into the educational plan including the selection of academic core programs and support materials. Teacher input also continuously guides ongoing professional development. Teacher and staff input was gathered from the Educator Effectiveness Fund Plan survey and presented and approved by the Board for adoption in November 2021. In April 2022, the LCAP survey was administered to the staff. Staff development focused on the following: aligning curriculum and assessments, vertical and horizontal priority standards, and instruction, building a culturally responsive school, curriculum, and pedagogy, building an effective professional learning community with time and cycles of inquiry, support to develop curriculum and language acquisition programs for English learners, and training in mental-health, trauma-informed practices, and behavior intervention supports. During the year long 9-part professional development series on PLC, the 75 Guiding Coalition team members discussed the importance of collaboration prep time during the school day in the elementary schedules.
- Students: Students regularly provide their input during the year through surveys, student & administration sessions, Listening Circles, and in the Circle Team at the middle and high schools. Students demand a high quality, educational learning experience that includes all student voices and provides opportunities to explore their learning in a safe environment. Students seek course options, variety of electives, and additional extra-curricular activities. Students demand an anti-racist school experience where their social emotional and mental health needs are addressed and their is action on injustices at their school. Students want to be treated fairly, provided what they need to learn and grow in order for them to be prepared for their future.
- SSC: Input is centered on social emotional needs as well as strategic and intensive services and interventions to address mental health issues. Parents/guardians also provided input to increase engagement and access to supporting their child's academic and social emotional needs. Expanded learning and enrichment opportunities are also a priority and will be included in the Expanded Learning Opportunities Program (ELO-P) plan.
- DELAC: The District English Learner Advisory Council recommends for schools to hire bilingual staff and bilingual ELD teachers, add paraprofessionals in classrooms, reduce the number of students in each classroom, more student support in all subject areas, continue with an after-school homework club, monitor students and teachers to ensure students' progress and provide teachers the support and materials needed, work on retaining staff, develop a no cell phone policy in the classroom, and provide more parent training about TK-12 public education.
- SEAC/SELPA: Based on review by SELPA educational partners adjustments were made to data and metrics on May 18, 2022.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

- Governing Board: The overall structure of the LCAP has been determined to reflect the Governing Board's priorities.

- Teachers: Curriculum adoptions and implementation supports, local assessments and assessment plan, tiered academic support programs, professional development and school climate programs.
- Bargaining Units: Basic services including staffing, equity staffing, program selections, and professional development activities.
- Students: Student input was considered in determining several aspects of the LCAP including safety, PBIS, bus service, educational programs, supports and expanded learning and extra-curricular activities.
- SSC: School site councils share practices at district parent engagement meetings. These sessions generate practices that help inform the LCAP as well as the SPSA. Where district-wide needs with promising programs or services are found in common, the work is moved from the SPSA's and centralized in the LCAP. Recent improvements include centralizing social emotional learning programs, supplemental programs, and support staff such as Media Technicians and literacy and math tutors. We have also expanded early literacy interventions with common programs and reading intervention teachers. In addition, we are focused on improving math instruction and have increased our staffing to support math. For this cycle of the LCAP, the focus is on planning for Tier 1 instruction in literacy, math, social emotional learning, and intervention supports to address mental health issues.
- DELAC: The District English Learner Advisory Council provided written input to confer and consult on the LCAP. (See attached)

Goals and Actions

Goal

Goal #	Description
1	Advance College, Career and Civic Readiness for Improved Year-Over-Year Student Achievement in Pre-K thru 12th grades

An explanation of why the LEA has developed this goal.

It is essential to further the advancement of college, career, and civic readiness to prepare students to compete in the global market. The overarching goal was developed with a purpose for all students to have access and opportunities for a productive, successful and civically responsible life that is driven by their interests, goals, and aspirations. As we operationalize equity in our vision for student achievement, our primary purpose is to prepare students with the education to pursue any post-secondary college and career options of their choosing. This goal is monitored by student outcomes during their academic career in MHUSD and upon high school graduation and contains the actions and services that form the educational program to and through Pre-K–12th grade. Within this goal are four focus goals that outline services and strategies to achieve readiness. Student data and stakeholder input informs the focus goals for elementary, middle, and high school. In addition, services and actions that are essential for students to access learning are included in this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Basic Services: Teachers Fully Credentialed Misassigned Without full credential	from current SARC: Full Credential: 97.1% Misassigned 1.6% Without 2.9%	2021-22 SARC: Full Credential: 94.7% Misassigned 5.3% Without 2.4%			Maintain or improve Maintain or decrease Maintain or decrease
Basic Services: William's Act Compliance Standards Aligned Instructional Materials	Audit Complaints Qualified Teachers: Passed 0 Instructional Materials Passed 0	2021-22: Audit Complaints Qualified Teachers: Passed 0 Instructional Materials Passed 0			Maintain passing audit and no compliance complaints

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Basic Services: School Facilities in Good Repair	Audit Complaints Safe Facilities: Passed 0	2021-22 Audit Complaints Safe Facilities Passed 0			Maintain passing audit and no compliance complaints
Implementation of State Standards: Rubric Scores by core areas	Math:4.3 ELA/ELD:3.8 Social Science:3.3 NGSS:2.9 MTSS academic:3.5 MTSS soc. emot.:3.3 PLC's:3.6 PBIS:3.6	Not available due to programatic changes and discontinuation of survey instrument.			Metric retired due to programatic changes.
Course Access	Local Metrics Met	Local Metrics Met			Maintain status of Local Metric Met for the CA School Dashboard
Pupil Outcomes: College and Career Readiness PSAT % Meet gr. 8 benchmarks PSAT % Meet gr. 10 benchmark SAT Participation Rate SAT ELA Benchmarks	College/Career Readiness 2019-20 Grade 8 benchmarks Dist: 40% Grade 10 Benchmarks Dist: 34% SAT Participation Rate: Dist: 59.1% SAT ELA benchmarks Dist:81.7%	College/Career Readiness 2020-21 PSAT Grade 8 Benchmarks No reportable data for 2020-21 PSAT Grade 10 Benchmarks Met No reportable data for 2020-21			Maintain or improve College Readiness metrics

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SAT Math Benchmarks	SAT Math benchmarks Dist:68.3%	20-21 SAT Participation Rate: District: 1.4% (n=9)			
ACT Participation Rate	ACT Participation rate Dist: n= 169	SAT ELA Benchmarks: Data unavailable due to low number of test takers (n<10)			
ACT College Readiness Rate	ACT College Readiness: Dist: 84% in ELA, Math, and Science				
College Acceptances Naviance	College Acceptances: 957 (1.4 per graduate) Grads meeting UC A-G Dist: 56.0%	SAT Math Benchmarks Data unavailable due to low number of test-takers (n<10)			
Graduates Meeting UC A-G	St: 53.4%				
Biliteracy Graduates	Biliteracy Graduates Dist: 25.5%	ACT Participation Rate: Not available for the 20-21 school year			
Golden State Seal Merit Diploma	St: 12.9%				
CCR Dashboard Value	Golden State Seal Merit Dist: 35.3%	ACT College Readiness: Not available for the 20-21 school year.			
	St: 24.8%				
	CCR Dashboard Value Dist: 54.7% Yellow	Class of 2021: College Acceptances (Naviance): 888 total acceptances (1.4 per graduate)			
		Class of 2021 Meeting UC a-g: MHUSD: 50.4%			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		State: 45.4% Class of 2021 Seal of Biliteracy: MHUSD: 7% State: 13.5% Class of 2021 Golden State Seal Merit: MHUSD: 17.5% State: 23.9% Class of 2021 CCR Dashboard Value: Not available for 2021 due to suspension of the 2020 and 2021 CA School Dashboard			
Pupil Outcomes: English Learner Progress EL Growth Rate: % Progressing one or more levels	English Learner Metrics (dashboard) 2018-19 District 45.6% State 48.3%.	English Learner Metrics (CA Dashboard): 2020-21 EL Growth Rate data not available due to suspension of the 2020 and 2021 CA School Dashboard.			Improve EL growth rate to 60%
Pupil Outcomes: EL Reclassification Rates	2019-20 RFEP Rate: District 8.6%	2020-21 RFEP Rate: District: 3.7% (n=52 students) State: 6.8%			Improve rate to at or better than state rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	State 13.8%	2021-22 RFEP Data: As of May 2022: 145 students The official RFEP Rate is pending state reporting for the 21-22 school year.			
Pupil Outcomes: % participation % passed with 3+ score	2019-20 % AP participants District: 40.4% State: 24.6 % AP pass 3+ / enroll. District: 46.0% State: 29.4%	Advanced Placement (AP) Participants 2020-21: District: 30.2% (Grades 10-12) Latinx: 205 students White: 197 students Asian: 95 students African-American/Black: 12 students SWD: 4 students SED: 29 students EL: 5 students Homeless: 6 students State: Information is no longer available and published by the CDE. 2020-21 % AP Exam Pass with a 3+ / enroll			Improve participation and pass rates to 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		District: 43.4% (College Board) State: Information is no longer available and published by the CDE.			
Pupil Outcomes: Grade 5, 8, 11 (EAP) % meet or exceed on CAASPP	ELA 2018-19 Gr 5 Gr 8 Gr 11 50.31 49.84 59.35 Math Gr 5 Gr 8 Gr 11 34.76 41.42 39.45	Data is not available due to the suspension of 2020 and 2021 CA School Dashboard. The NWEA MAP assessment was administered in lieu of the CAASPP during the 2020-21 school year.			Improve Grade 5 and 8 ELA to > 60%, Gr 11 to > 70%. Improve math grade 5 and 8 to > 50% and Gr. 11 to >60%
Pupil Outcomes: Grade 5, 8, and 11 National Percentile Rank on NWEA MAP ELA and Math	ELA 2020-21 Gr 5 Gr 8 Gr 11 45pr 43pr 63pr Math Gr 5 Gr 8 Gr 11 31pr 58pr 54pr	This metric is being retired.			This metric is being retired due to a change in how the District is monitoring NWEA MAP Student Growth moving forward. Improve and maintain percentile rankings above 60%
Implementation of Standards-Based	2021-22 Baseline:	Not available.			Full development and implementation of a

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Instruction using Guaranteed and Viable Curriculum in all subject areas, TK-12	Site Administration and Site Guiding Coalition members participate in year long professional development and PLC Summer Institute as work on identifying essential standards begins				TK-12 Guaranteed and Viable Curriculum as evidenced by districtwide (horizontally and vertically aligned) PLC developed curriculum units in all grade levels and subject areas, common formative and summative assessments, and instructional rounds/teacher observations.
Revise, align, and implement the English Learner Master Plan district-wide	2021-22 Baseline: No implementation District Administrators, TOSA, and Site Teachers began the work of revising and aligning the EL Master Plan by grounding their work on student data and research-based best practices	Not available.			Full implementation of the Morgan Hill Unified English Learner Master Plan; with 100% of instructional staff trained on plan expectations.
Pupil Outcomes: Grade 5, 8, and 11 Conditional Student	2021-22	Not available.			Students in grades 5, 8, and 11 will improve their median

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Growth Percentile NWEA MAP ELA and Math (Fall to Winter)	<p>NWEA MAP ELA Fall to Winter 21-22 Conditional Student Growth Percentile Grade 5: 49% Grade 8: 52% Grade 11: 44%</p> <p>NWEA MAP Math Fall to Winter 21-22 Conditional Student Growth Percentile Grade 5: 65% Grade 8: 55% Grade 11: 52%</p> <p>This Percentile Conditional Growth Percentiles for this group of students. It shows how these students compare to matching peers from NWEA norms.</p>				conditional student growth percentile by 15% in both ELA and Math.

Actions

Action #	Title	Description	Total Funds	Contributing
1.0.a	Professional Learning Communities and Transformational Leadership	PD: Learning and implementing tenants of professional learning communities and transformational leadership with a focus on supporting the needs of EL, FY, LI students by developing a collaborative system to analyze student progress to inform instruction. (EEF)	\$79,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Professional Development			
1.0.b	Curriculum Alignment and Assessment Development Professional Development & Professional Learning Team Planning	PD: Essential standards, curriculum alignment, and assessment design planning and development. (EEF)	\$58,500.00	No
1.0.c	Curriculum Alignment and Assessment Development Planning	Release time for teacher collaboration, training on instructional rounds across schools, implementation of EL Master Plan actions, and materials and supplies with a focus on addressing learning needs for EL, FY, LI student groups. (ESSER)	\$45,000.00	No
1.0.d	Tier I: TOSA - English Language Development	English Language Development Teacher on Special Assignment to support district ELD initiatives, instructional coaching, and lead a district level professional learning community on ELD goals, actions, and research-based practices with a goal of improving English Learner achievement. (EL, LI, FY - LCFF Supp.)	\$119,004.40	Yes
1.0.e	Tier 1: TOSA - Literacy	Literacy Teacher on Special Assignment to support district initiatives, facilitate professional learning, provide instructional coaching, and lead a district level professional learning community with a focus on improving literacy outcomes for EL, Low Income and Foster Youth. (EL, LI, FY - LCFF Supp.)	\$134,242.26	Yes
1.0.f	Tier 1: TOSA - Visual and Performing Arts and Career Technical Education	VAPA Teacher on Special Assignment to support district initiatives, facilitate professional learning, provide instructional coaching, and provide EL, LI, FY students opportunities in the arts. (LCFF Supp.)	\$134,242.26	Yes

Action #	Title	Description	Total Funds	Contributing
1.0.g	Tier 1: TOSA - Technology	Technology Teacher on Special Assignment to support district technology and innovation, instructional coaching, and lead district level professional development with a goal of improving EL, LI, FY student access to resources and programs. (ESSER)	\$134,242.26	Yes
1.0.h	Tier 1: TOSA - Elementary Math	Math Teacher on Special Assignment to support district technology and innovation, instructional coaching, and lead a district level professional learning community with a goal of improving EL, LI, FY student achievement. (ESSER)	\$134,242.26	Yes
1.0.i	Title I TOSA Additional Student Support	Title I Teacher on Special Assignment. Title I schools receive 1 FTE with a goal of supporting EL, LI, FY students in literacy, math, and English Language Development. (ESSER)	\$548,520.90	Yes
1.0.j	Instructional Materials	Maintenance of instructional materials, supplies, and program licenses for the base instructional program. (Restricted Lottery)	\$407,435.00	No
1.0.k	CTE Program	CTE program budget: staffing, dual enrollment courses, certifications, Job Shadows, and FFA and Skills USA with a goal of supporting EL, FY, LI students in CTE participation and achievement. Curriculum and professional development, books, supplies, release time for PD and collaboration. (LCFF Base \$750K, Perkins \$59,213, CTEIG \$362,381, AIG \$25,238)	\$1,196,832.00	Yes
1.0.l	Visual and Performing Arts (VAPA) Program	Curriculum and professional development, books, supplies, release time for collaboration to meet the MHUSD VAPA Plan goals. (EL, LI, FY - LCFF Supp.)	\$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.0.m	Equal Opportunity Schools Partnership for Advanced Placement	Expansion of advanced placement and dual enrollment course offerings. Contract with Equal Opportunity Schools to increase access and success of EL, LI, FY students in advanced placement classes. (LCFF Supp.)	\$48,800.00	Yes
1.0.n	English Language Development Plan	EL Master Plan: Revise and align the English Learner Master Plan to meet the needs of emergent bilingual students (consultant, workshops, substitutes, stipends, and materials and supplies for plan development). (EEF)	\$50,000.00	Yes
1.0.o	English Language Development Professional Learning	PD: Constructing Meaning, Glad Strategies, EL Achieve, Rosetta Stone (contract) and Language Ambassador facilitation stipends with a focus to support EL, LI, FY students. (LCFF Supp. & EEF)	\$225,000.00	Yes
1.0.p	Academic Core Assessments	NWEA MAP (Math & ELA) assessments for grades 2-11 to inform MTSS needs and to identify students in need of support with a focus on EL, LI, FY student groups. (LCFF Supp.)	\$105,482.00	Yes
1.0.q	Fund School Plans (SPSA's)	Funding for School Plans for Student Achievement (SPSA's) to meet the unique needs of each school community with a particular focus on the needs of English Learners, Foster Youth and Low Income students. (\$800K LCFF Supp., \$1,106, 839 Unrestricted Lottery and \$307K Title I).	\$2,213,839.00	Yes
1.0.r	Elementary Assistant Principals	Academic and Wellness Assistant Principals - provide instructional, academic, social-emotional services and programs with a focus on supporting EL, FY, LI students. (ESSER)	\$1,093,271.23	Yes

Action #	Title	Description	Total Funds	Contributing
1.0.s	Equity in Grading Professional Learning and Collaboration	PD: Equity in Grading to examine grading practices and improving practices for mastery learning. (EEF)	\$65,000.00	No
1.0.t	Independent Study Program	Digital curriculum for grades 1st-12th, planning, materials & supplies, and collaboration time. (ESSER)	\$65,000.00	No
1.0.u	Expanded Learning Opportunities Program	Expanded Learning Opportunities and Enrichment Program (ELO-P) for EL, LI, FY and Migrant students in TK-6th grades. Enrichment opportunities for students in before and after school, during February and April intercession, and summer school. After-school enrichment for grades 7th-12th grades. (EL, LI, FY - ELO-P)	\$960,000.00	Yes
1.0.v	Early College and Career Exploration	Provide TK-8 opportunities for early college and career exploration with a focus on supporting and increasing participation for EL, FY, LI students (college visits, field trips to career centers/organizations). (A-G Grant)	\$20,000.00	Yes
1.0.w	Migrant Staffing	Migrant Preschool Teacher and Teacher Assistant. (Title 1c Migrant)	\$121,698.00	Yes
1.0.x	Migrant Program Support Staff	Migrant Office Assistant, Migrant Recruiter and Migrant student services specialist. (Title 1c Migrant)	\$116,297.00	Yes
1.0.y	Supplemental Curriculum	Provide assessment driven individual learning plans with content in all 4 core subjects in both English and Spanish to assist students to achieve grade level competency (Study Island). (EL, LI, FY - LCFF Supp.)	\$63,225.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.0.z	Inventory Control Program	Licenses for Destiny Inventory Control Program at all sites. (LCFF Supp.)	\$17,715.00	No
1.0.aa	Chromebook Security	Go Guardian to all sites to enable safe and monitored use of school digital equipment. (LCFF Supp.)	\$29,575.00	No
1.0.bb	Data Monitoring Tools	Datazone provide student academic and performance data school and district wide (CSI).	\$33,565.00	No
1.0.cc	Program Oversight	Provide administrative oversight and classified support for equity programs for EL, LI, FY (LCFF Supp.)	\$278,806.00	Yes
1.0.dd	Student Transportation	Provide subsidies for students to reduce the cost of transportation passes and activity busses for extended learning. (LI, FY - LCFF Supp.)	\$400,000.00	Yes
1.0.ee	Tutoring - Literacy and Math	Provide tutors for High Dosage Tutoring for EL, LI, FY students needing additional opportunities to accelerate learning in literacy and math in grades TK-9th. (ESSER)	\$125,000.00	Yes
1.0.ff	TK-12th Counselor Plan	Provide collaboration time to organize, plan and assess the development and execution of the TK-12 Counseling Plan. (A-G Grant)	\$20,686.00	Yes
1.0.gg	College, Career, and Media Technicians	College, Career, and Media Technician positions to provide support in literacy and research in grades TK-8 grades. (LCFF Supp.)	\$335,413.06	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Advance College, Career and Civic Readiness for Improved Year-Over-Year Student Achievement in Pre-K thru 12th grades experienced the most significant difference in timely implementation as planned due to the staffing shortage and student needs that quickly emerged in July 2021. In July, we planned for the new changes ensued on schools from AB130 and AB104 and as a result we adapted our actions and services to meet the emerging needs of students, families, and staff. This included creating an Independent Study program of study for students in grades K-12th. In August, the professional development plan was adapted and we launched a nine-part series on professional learning communities (PLC) that will continue into the 2022-23 school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The differences between budgeted expenditures and estimated actual expenditures were mostly generated by the increase in state and federal grants such as the Educator Effectiveness Fund (EEF), A-G Completion Improvement Grant, (A-G), Expanded Learning Opportunities Program (ELO-P), and Elementary and Secondary Schools Emergency Relief Fund (ESSER). As a result of the substitute shortage, new assembly bills, and staffing challenges, the 2021-22 LCAP budgeted expenditures were adjusted.

An explanation of how effective the specific actions were in making progress toward the goal.

The planned goals and implementation of actions and services supported the needs we anticipated for the 2021-22 school year. Revisions were made to contract service providers, new actions and services were added, and actions that no longer served the goal or did not align with the desired outcomes were retired. Overall, the actions and services that were implemented resulted in progress; however, due to the increase in staff and student absences throughout the year, not all actions resulted in the desired outcomes. The metrics were refined to the desired outcome or retired if it was not applicable or if it did not clearly align to the desired outcome. The data collected this year clarified desired outcomes and clarified actions.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Our goal to Advance College, Career and Civic Readiness for Improved Year-Over-Year Student Achievement in Pre-K thru 12th grades remains; however, we have added and revised actions and services to meet our current student needs as well as adjusted and aligned desired outcomes. The following modifications were made to the actions and organization of Goal 1:

- Added Professional Learning Communities training because we want to establish a structure for teacher collaboration with a focus on improving curriculum, instruction, assessment and data analysis for student achievement.

- Added one Literacy Teacher on Special Assignment to support the early literacy initiative.
- Added eight College, Career, and Media Technicians to provide literacy, research, and college readiness awareness in grades TK-8.
- Added Independent Study to include K-12th grades because we expanded our independent study model from prior years and this model will serve students in grades K-12.
- Added grading for equity professional development because secondary schools are interested in building their knowledge on grading practices, competency based education, and standards based grading.
- Added Expanded Learning Opportunities Program plan (includes the extended day and summer school plans) because of the new grant opportunity to better serve our students and families.
- Added Early College and Career Exploration Plan because of the new A-G Completion Improvement Plan to better support our students needing credit recovery or a C or above for UC a-g eligibility.
- Added TK-12th Counselor Plan because of the new funding allocation and the A-G Completion Improvement Plan.
- Revised the contract for curriculum vertical alignment and development because we have established a new partnership with Dr. Luis Cruz and Associates.
- Revised the Instructional Coach TOSA to a Literacy TOSA because of the focus goal to improve early literacy.
- Revised the STEAM TOSA to a Technology & Assessment TOSA because of the ongoing need to provide professional learning on digital curriculum, manage digital curriculum portfolio and subscriptions, and coordinate district wide local and state assessments.
- Revised CTE programs and certifications to one action instead of two for clarity and alignment.
- Moved the National Equity Project service to Focus Goal 1.3 because the focus is on middle and high schools for 2022-23.

This is a list of the revised metrics for 2022-23:

- Added "Implementation of Standards-Based Instruction using Guaranteed and Viable Curriculum (GVC) in all subject areas, TK-12" to reflect our current curriculum working on alignment and development of GVC and the identification of essential standards.
- Added "Revise, align, and implement the English Learner Master Plan district wide" to reflect the MHUSD's on-going focus on English Learner outcomes.
- Retired the "Implementation of State Standards' Rubric Scores by Core Areas" because the district's work around state standards is shifting to the implementation of a Guaranteed and Viable Curriculum (GVC) in all subject areas TK-12.
- Retired the "Grade 5, 8, and 11 National Percentile Rank on NWEA MAP ELA and Math" metric because we have shifted the window in which we monitor NWEA MAP data (now Fall to Winter within the same school year) as we change our practices to monitor data in smaller time frames and more quickly inform instructional practices.
- Added "Grade 5, 8, and 11 Conditional Student Growth Percentile NWEA MAP ELA and Math (Fall to Winter)" to align our District monitoring of NWEA MAP data with our sites as they focus on Fall-to-Winter MAP data as they adjust and monitor instruction within PLCs throughout the school year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
Focus Goal 1.1	Elementary Academic Excellence Literacy: Using an equity in education framework that promotes cultural responsiveness, inclusion practices, and a data-driven system of support for all students, professional learning teams will develop a timely and effective multi-tiered system to support students to achieve grade level proficiency in reading by the end of third grade by June 2024.

An explanation of why the LEA has developed this goal.

Early Literacy research supports the importance of achieving grade level competency in reading fluency and comprehension by grade 3 to ensure that students can access continued learning without accumulating a deficit as they move up the grade levels.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP grade 3 ELA proficiency meet or exc. (CAASPP)	All: 43.3% Latx: 28.7% Non EL Latx: 40.6% Wht: 59.7% SWD: 17.6% SED (2018-19): 25.7%	Data is unavailable due to the suspension of CAASPP testing during the 19-20 school and local assessment administrator in lieu of CAASPP during the 20-21 school year.			10% annual increase of percent met or exceeded standard for a total increase of 30% from Baseline data for all students and student groups.
Winter MAP Grade 3 Reading RIT Scores (Datazone)	All: 195 Latx: 190 Non-EL Latx: 194 Wht: 201 SWD: 186 SED: 195 (2018-19)	Grade 3 Winter 2021-22 MAP RIT Reading Scores All 3rd Grade Students: 192 Latinx: 186 Non-EL Latinx: 190 White: 200			All students and student groups will at least place within the Winter National Norm RIT Score range for 3rd Grade (186.62 to 197.12) with a minimum increase of 5 points for all

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		SWD: 177 SED: 185			students and student groups.
Grade 3 Fountas and Pinnell % not met grade level benchmark (Datazone)	All: 24% Latx: 34% Non-EL Latx: 22% Wht: 13% SWD: 47% SED: 48% (2020-21)	Grade 3 F&P: 2021-22 Beginning of the Year Percent Not Meeting 3rd Grade Benchmark All 3rd Grade Students: 30% Latinx: 43% Non-EL Latinx: 29 % White: 16% SWD: 69% SED: 47%			Percentage of students not meeting 3rd grade level benchmark will decrease by 5% annually for a total 15% decrease from Baseline for all students and student groups.
Basic Reading Skills (Grades 1-2): Percentage of students scoring 3 correct on Key Phonics Taught Skills Middle of Year (MOY)	2021-22 Grade 1 <ul style="list-style-type: none"> • CVC: 45% • CVCC: 39% • Digraph: 24% • Blend: 31% Grade 2 <ul style="list-style-type: none"> • Contractions: 48% • CVC: 56% • CVCC: 54% • Digraph: 37% • Blend: 43% • CVCe: 45% 	New metric in 2021-22			Percentage of students scoring 3 correct on Key Phonics Taught Skills Middle of Year (MOY) will increase by at least 10% for each skill from Year 1 Outcome.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of Reading Students in Tier II	413	422 students			20% reduction from Baseline in students identified for Tier II support in reading
Growth by Tier II participants (national percentile rank on MAP Reading)	Participants had an average growth of +7 percentiles. This rate of growth is 2.2 times greater than non-participants	Not available.			Metric retired due to programmatic changes.
Growth by Lexia Usage (national percentile rank on MAP Reading)	Students without Lexia usage declined - 1.0 percentiles. Students with 200-299 Lexia units completed increased +11 percentiles.	Not available.			Metric retired due to programmatic changes.
Growth by structured literacy pilot classes	TBD baseline 2021-22	Not available.			Metric retired due to programmatic changes.
Literacy Professional Development # of Teachers Trained	TBD baseline 2021-22	Not available.			Metric retired due to programmatic changes.
Implementation Monitoring and Fidelity (5pt rubric)	TBD baseline 2021-22	Not available.			Metric retired due to programmatic changes.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1.a	Tier I: Early Literacy	Professional development, release time, and materials and supplies for Tier I literacy (phonics) instruction in grades TK-2 to increase the number of students reading at grade level. (LCFF Supp.)	\$60,000.00	No
1.1.b	Tier I: Literacy Supplemental	Lexia Core5 (K-5); PowerUp (6-8) to provide students with supplementary literacy support at their individual level with a focus on EL, FY and LI. (LCFF Supp.)	\$137,000.00	Yes
1.1.c	Tier II: Reading Intervention Teachers	Provide one reading intervention teacher (8) to each elementary site to provide Tier II strategic reading intervention with a focus on EL, FY and LI. (LCFF Supp.)	\$1,485,437.42	Yes
1.1.d	Tier II: Bilingual Paraprofessionals	Bilingual Paraprofessional staff (Spanish) to support students in Tier II reading intervention grades K-5 with a focus on EL, FY, LI. (ESSER)	\$364,849.21	Yes
1.1.e	Tier II: Literacy Paraprofessionals	Paraprofessionals staff (8) to support students in Tier II reading and math interventions grades with a focus on EL, FY, LI. TK-5. (ESSER)	\$317,164.69	Yes
1.1.g	Tier II: Reading Programs	Read 180/System 44 licenses and materials and maintain Leveled Literacy Intervention inventory and training to support EL, FY, and LI. (LCFF Supp.)	\$78,000.00	Yes
1.1.i	Tier II: Reading Instructional Materials	Maintain instructional materials and training to effectively identify and support students with language mastery difficulties with a focus on EL, FY and LI. (LCFF Supp.)	\$40,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.1.j	Reading Skills Assessment	Implement standard early reading skills assessments at grades TK-3 to measure and uniformly monitor the mastery of foundational reading skills at all elementary sites. (ESGI TK-K, KeyPhonics 1-3). (LCFF Supp.)	\$25,000.00	No
1.1.i	Tier II-III: Reading Accommodation	Provide "Snap & Read" to elementary, middle, and high schools to provide students with an accommodation that reads text to students from websites, images, PDFs, etc. also a translating scaffold during regular instruction with a focus on EL, FY, LI. (LCFF Supp.)	\$8,640.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The actions and services were implemented as planned this year with slight adjustments to actions due to staffing shortages. Vacancies remained throughout the year in four MTSS paraprofessional positions which were created to support Tier II reading interventions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The differences between budgeted and estimated was directly related to position vacancies.

An explanation of how effective the specific actions were in making progress toward the goal.

The early literacy actions supported struggling readers in Tier II. The baseline and year one data in most areas validates the need to continue to provide specialized early literacy and reading support in grades TK-8.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Selected metrics (Growth by Tier II Students, Growth by Lexia Usage, Growth by Structured Literacy Pilot, Literacy Professional Development, and Monitoring and Fidelity Rubric) were discontinued based on programmatic changes due to reflections from prior practice. The district is revisiting existing Multi-Tiered Systems of Support with an enhanced focus on Tier I instruction through identification of essential standards and identification of Tier II interventions. Progress towards literacy proficiency will continue to be monitored through the

following metrics: CAASPP, NWEA MAP, Fountas and Pinnell, and Key Phonics.

Revised Desired Outcomes include:

- Revised the outcome for the "CAASPP grade 3 ELA proficiency meet or exc. (CAASPP)" metric to reflect more specific goals in student proficiency in ELA.
- Revised the outcome for the "Winter MAP Grade 3 Reading RIT Scores (Datazone)" metric to reflect the updated Norm Study Winter RIT scores.
- Revised the outcome for the "Grade 3 Fountas and Pinnell % not met grade level benchmark" metric to reflect more specific goals in students meeting grade level benchmarks.
- Revised the outcome for the "Number of Reading Students in Tier II" metric to reflect a more specific goal in reducing the number of students in need of reading intervention.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
Focus Goal 1.2	Elementary Math Excellence: Using an equity in education framework that promotes cultural responsiveness, inclusion and access for all students. Collaboratively develop a timely and effective multi-tiered, data-driven, system of support that assists all students to achieve grade level proficiency in math by the end of 5th grade during the three year plan cycle by June 2024.

An explanation of why the LEA has developed this goal.

Mathematical research based on Mathematical Mindsets demonstrates the importance of developing critical thinking and conceptual problem solving skills in addition to computational proficiency so that students truly understand, grow and retain math proficiency and obtain the foundations for algebraic thinking.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP grade 5 Math proficiency meet or exc. (CAASPP)	All: 34.1% Latx: 19.9% Non-EL Latx: 26.3% Whi: 51.2% SWD: 6.5% SED: 15.9% (2018-19)	Data unavailable due to suspension of CAASPP administration during the 21-22 school year; NWEA was administered as a local assessment in lieu of the CAASPP			10% annual increase of percent met or exceeded standard for a total increase of 30% from Baseline data for all students and student groups.
MAP grade 5 MAP RIT scores (Datazone)	All: 209 Latx: 204 Non-EL Latx: 208 Whi: 217 SWD: 193 SED: 209 (2020-21)	Grade 5 Winter 21-22 Math MAP RIT Scores All 5th Grade Students: 209 Latinx: 205 Non-EL Latinx: 209 White: 215			All students and student groups will at least place within the Winter National Norm RIT Score range for 5th Grade (209.13 to 218.75) with a minimum increase of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		SWD: 192 SED: 201			5 points for all students and student groups.
K-5 Math Professional Development # Teachers Trained	TBD baseline 2021-22	Not available			Metric retired due to programmatic changes.
Elementary Math Implementation Rubric	4.3	Not available			Metric retired due to programmatic changes.

Actions

Action #	Title	Description	Total Funds	Contributing
1.2.a	Tier I: Elementary Math TOSA	Provide an elementary Math Teacher on Special Assignment to provide strategic math support to small groups of students, facilitate training and lead a professional learning community of elementary grade level teams to improve elementary math achievement by grade 5 with a focus EL, FY, LI. (ESSER)	\$130,750.00	Yes
1.2.b	Elementary Math Instructional Rounds	Provide release time and supplies to support instructional rounds, lesson study, and monitor implementation status of highly effective mathematics instructional practices to reduce the number of students performing below grade level by grade 5. (LCFF Supp.)	\$45,000.00	No
1.2.d	SVMI Membership	Annual membership to Silicon Valley Math Initiative to provide professional learning opportunities and access to supplemental materials and performance task assessments to raise the	\$6,300.00	Yes

Action #	Title	Description	Total Funds	Contributing
		achievement of underperforming students with a focus on EL, FY, and LI. (LCFF Supp.)		
1.2.e	Math Inclusion Professional Development	Provide professional development in collaboration with the Santa Clara County Office of Education Inclusion Project to support differentiation, accommodations and modifications to ensure underperforming students can access the curriculum and succeed with a focus on EL, FY, LI, SWD. Release time and materials and supplies. (LCFF Supp.)	\$72,000.00	Yes
1.2.f	Math Supplemental Curriculum	Provide math supplemental curriculum, materials and supplies to support struggling math learners with a focus on EL, FY, LI, SWD. (LCFF Supp.)	\$55,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Elementary Math Excellence did not experience significant differences from originally planned. The implementation of the actions as well as the services were provided as planned.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There was no material difference between budgeted expenditures and estimated actual expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

The elementary math actions supported students struggling in math and also provided teachers professional development on Tier I & III math instructional strategies. The baseline and year one data in most areas validates the need to continue to provide specialized math support for TK-8.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

As a result of our students' needs, an additional action to provide students math supplemental curriculum is included. The following changes were made to the actions in Goal 1.2:

- Added Math Instructional Rounds to support professional development.
- Added Math Supplemental Curriculum to provide students with math supplemental options.

Revised Metrics Include:

Selected metrics (Professional Development and Implementation Rubric) were discontinued based on programmatic changes due to reflections from prior practice. The district is revisiting existing Multi-Tiered Systems of Support with an enhanced focus on Tier I instruction through the identification of essential standards and the identification of Tier II interventions.

Revised Desired Outcomes include:

- Revised the outcome for the "CAASPP grade 5 Math proficiency meet or exc. (CAASPP)" metric to reflect more specific goals in student proficiency in math.
- Revised the outcome for the "MAP grade 5 MAP RIT scores (Datazone) " metric to reflect the updated Norm Study Winter RIT scores.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
Focus Goal 1.3	Middle School Readiness to High School: Using equity in education frameworks, collaboratively design and actualize a research-based middle school readiness model that focuses on building community and a supportive learning environment by providing an equitably rigorous and culturally responsive curriculum, healthy and positive relationships, restorative practices, and preparation for on-track for high school success as evidenced in the California Dashboard and MHUSD local indicators of middle student success by the end of the three-year plan cycle by June 2024.

An explanation of why the LEA has developed this goal.

An analysis of students in middle school grades shows an increase in Ds/Fs as students progress in each grade in middle school. The district and middle school teachers took notice and collaborated in the Middle School Task Force meetings. Middle school, high school and district administrators participated and contributed to solutions to supporting middle school students' academics and social emotional learning. A focus on intentionally connecting middle school grades and their GPA to high school and college success is the focus for better preparing students for the attitude, aptitude, and social emotional awareness for the transition to high school.

In addition, we are focused on the reclassification of our English learner students. In response to stakeholder input, parents/guardians, teachers, and administrators shared a high interest in evaluating the current policy and practice for the reclassification for English Language Learners strive to support the reclassification of English learners as soon as students are proficient and prepared for monitoring. By considering a student for reclassification, a student has an opportunity for elective classes, exposing them to different interests, programs of study and college preparation.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Grade Distributions (GD) (Datazone)	2020-21 Grades by Grade Level %A/B 6th - 61% 7th - 57% 8th - 57% %D/F	2021-22 Semester 1 Marks By Grade Level %A/B 6th - 64% 7th - 65% 8th - 65%			Increase A/B rates to >65% and decrease D/F rate <15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	6th - 24% 7th - 28% 8th - 29%	%D/F 6th - 18% 7th - 19% 8th - 20%			
GPA Grade 8 by number of students (Datazone)	2020-21 Number of Students 4.0 GPA - 61 students 3.0-3.99 GPA - 189 students 2.0-2.99 GPA - 125 students 1.0-1.99 GPA - 43 students	2021-22 Semester I Grade 8 GPA Number of Students 4.0 GPA - 93 students 3.0-3.99 - 199 students 2.0-2.99 - 132 students 1.0-1.99 - 95 students 0-0.99 - 138 students			Decrease students in 0 to 1.99 range to <60
Chronic Absentee rates: (Dataquest)	District Rate:15.3% State Rate:12.0%	Middle School Chronic Absenteeism (2020-21) District Rate: 8.4% State Rate: 14.3%			Reduce below State Rate
Reclassification EL (# of EL # of RFEP by grade Datazone)	Number of English Learners by Grade 6th - 104 students 7th - 133 students 8th - 101 students Number of Reclassified Fluent	2021-22 Number of English Learners by Grade 6th - 183 students 7th - 164 students 8th - 163 students Number of Reclassified Fluent			Decrease the number of EL remaining by 8th grade by 30% (<70)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English Proficient Learners by Grade 6th - 74 students 7th - 87 students 8th - 123 students	English Proficient Learners by Grade 6th - 150 students 7th - 158 students 8th - 187 students			
MAP Math NWEA Growth Report National Percentile Rank and Growth Index: Grade Level Norms	Grade NPR Growth 6 36 -0.26 7 43 +0.26 8 58 +0.20	Not available.			<p>This metric is being retired due to a change in how the District is monitoring NWEA MAP Student Growth moving forward.</p> <p>Increase all grade levels to NPR>60 and Positive Growth Indexes.</p>
MAP English NWEA Growth Report National IPercentile Rank and Growth Index: Grade Level Norms	Grade NPR Growth 6 49 -2.47 7 33 +0.14 8 43 +0.05	Not available.			<p>This metric is being retired due to a change in how the District is monitoring NWEA MAP Student Growth moving forward.</p> <p>Increase all grade levels to NPR>60 and Positive Growth Indexes.</p>
Reading/Literacy Lexile mean scores	Grade Lexile 6 - 870				Improve to CCR recommended levels

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(NWEA MAP)	7 - 944 8- 1042				Gr.6 925 Gr.7 1020 Gr.8 1130
MAP English Grade 6, 7, and 8 Conditional Student Growth Percentile NWEA MAP ELA (Fall to Winter)	2021-22 NWEA MAP ELA Fall to Winter 21-22 Conditional Student Growth Percentile Grade 6: 36% Grade 7: 36% Grade 8: 52% This Percentile Conditional Growth Percentiles for this group of students. It shows how these students compare to matching peers from NWEA norms.	Not available.			Students in grades 6 and 7 will improve their median conditional student growth percentile by 20% in English and students in grade 8 will improve their conditional growth percentile by 15% in English.
MAP Math Grade 6, 7, and 8 Conditional Student Growth Percentile NWEA MAP Math (Fall to Winter)	NWEA MAP Math Fall to Winter 21-22 Conditional Student Growth Percentile Grade 6: 47% Grade 7: 51% Grade 8: 55% This Percentile Conditional Growth	Not available.			Students in grades 6 and 7 will improve their median conditional student growth percentile by 20% in Math and students in grade 8 will improve their conditional growth

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Percentiles for this group of students. It shows how these students compare to matching peers from NWEA norms.				percentile by 15% in Math.

Actions

Action #	Title	Description	Total Funds	Contributing
1.3.a	Tier I: Middle School Transition Math TOSA	Middle School Math Teacher on Special Assignment to provide intervention math support to small groups of students, facilitate professional learning and lead professional learning communities of middle grade teams with a goal to improve student achievement with a focus on EL, FY, LI. (ESSER)	\$134,242.26	Yes
1.3.b	Tier I-II: Equity Staffing	Provide additional staffing to support English Learners and students needing additional support at comprehensive middle and high schools with a focus on EL, FY, LI. (LCFF Supp.)	\$846,073.66	Yes
1.3.c	Tier I: TOSA Secondary English Language Development	Secondary (6th-12th) English Language Development Teacher on Special Assignment to support district ELD plan, instructional coaching, collaborate with teachers on lesson design, lead a district PLC on ELD goals, actions, and research-based practices with a focus on EL, FY, LI. (LCFF Supp.)	\$134,242.00	Yes
1.3.d	Multilingual Achievement Support	Middle School EL Facilitator Stipends to monitor and ensure English Learners are receiving services to support reclassification achievement. (LCFF Supp.)	\$23,621.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3.e	Naviance System	Naviance digital program provided to students in grades 6th-12th to support college and career readiness for underrepresented youth including. (LCFF Supp.)	\$67,765.00	No
1.3.f	AVID Program	AVID (Advance Via Individual Determination) elective course offering in the middle and high school grades (6th-12th) to support EL, FY, LI students. PD and stipends included. (LCFF Supp.)	\$70,451.00	
1.3.g	AVID Tutors	Provide tutors to support students in AVID classes with a focus on EL, FY, LI student groups. (LCFF Supp.)	\$40,676.79	Yes
1.3.h	Math Formative Assessment and Intervention System	Edulastic math and other courses digital curriculum and assessments for grades 6th-12th with a focus on EL, FY, LI, SWD. (LCFF Supp.)	\$22,225.00	Yes
1.3.i	Director of Secondary Education	Director of Secondary (6th-12th) to support MHUSD's vision and mission of secondary education. (LCFF/Adult Ed./CTE)	\$222,000.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

This goal is aimed to increase the success of middle school to high school student transition. The actions and services were implemented as planned.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There was no material difference between budgeted expenditures and estimated actual expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions supported the goal to prepare middle school students to high school; however, more actions and services are needed in order to meet the desired outcomes.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The following modifications were made to the actions and organization of Goal 1.3:

- Added Secondary English Learner Teacher on Special Assignment to support English language development and teacher support.
- Added Director of Secondary Education to support the vision for College and Career Readiness, the development of secondary academic programs and the articulation from elementary to secondary.
- Added Math supplemental assessment to provide common formative and summative assessment options that may inform teaching and learning for improved student achievement.
- Added AVID Tutors to support student learning.
- Moved AVID program here from Goal 3 because it aligns with Goal 1.
- Moved Naviance here from Goal 3 because it aligns with Goal 1.
- Moved Middle School Transition TOSA to Goal 4.

The following changes were made to the metrics:

- Retired the "MAP ENGLISH: NWEA Growth Report National Percentile Rank and Growth Index: Grade Level Norms" metric because we have shifted the window in which we monitor NWEA MAP data (now Fall to Winter within the same school year) as we change our practices to monitor data in smaller time frames and more quickly inform instructional practices.
- Retired the "MAP Math: NWEA Growth Report National Percentile Rank and Growth Index: Grade Level Norms" metric because we have shifted the window in which we monitor NWEA MAP data (now Fall to Winter within the same school year) as we change our practices to monitor data in smaller time frames and more quickly inform instructional practices.
- Added "Grade 6, 7, and 8 Conditional Student Growth Percentile NWEA MAP ELA (Fall to Winter)" to align our District monitoring of NWEA MAP data with our sites as they focus on Fall-to-Winter MAP data as they adjust and monitor instruction within PLCs throughout the school year.
- Added "Grade 6, 7, and 8 Conditional Student Growth Percentile NWEA MAP Math (Fall to Winter)" to align our District monitoring of NWEA MAP data with our sites as they focus on Fall-to-Winter MAP data as they adjust and monitor instruction within PLCs throughout the school year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
Focus Goal 1.4	High School Student Success: Using equity in education frameworks and Freshmen-On-Track Toolkit collaboratively design and actualize a research-based transition to high school system and model that encompasses community, healthy relationships, restorative justice and practices, transition from middle to high school, support for on-track to graduation, college and career preparation, CTE completion and post-secondary attainment as evidenced in the California Dashboard and local indicators of student success during the three year plan cycle by June 2024.

An explanation of why the LEA has developed this goal.

An analysis of the Fall 2020, end of the 1st semester, Freshmen-On-Track for high school graduation shows that 512 (72.3%) students are on-track for graduation and 79 (11.1%) are off-track 5+ credits, What does On-Track Mean? As an indicator for graduation and postsecondary success, the focus is to support the youngest high school students transition to high school and engage in a rigorous and relevant learning experience as emphasized and later synthesized from multiple stakeholder engagement input sessions. To improve college and career readiness, we will continue to partner with CalSOAP, Equal Opportunity Schools, Network for College Success, and provide Naviance, AVID, and specialized professional development focused on high school success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Cohort Graduation Rate (Dataquest)	All: 87.0% Latx: 82.4% Wht: 88.5% SWD: 72.6% SED: 78.4% (2019-20)	Class of 2021 Graduation Rate: All Students: 89.2% Latinx: 87.2% White: 89.3% Asian: 94.6% SWD: 54.8% SED: 84.9%			>90% All Student groups green or blue on dashboard
A-G Graduation Rate (Dataquest)	All: 54.1% Latx: 35.6% Wht: 66.2%	Class of 2021: Meeting UC a-g Requirements			All Student group to exceed county mark of 63.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SWD: 11.6% SED: 7.1% (2019-20)	All Students: 49.9% Latinx: 36.5% White: 59.4% Asian: 73% SWD: 7.8% SED: 7.8%			
Golden State Diplomas (Dataquest)	All: 39.1% Latx: 22.9% Wht: 46.9% SWD: 5.8% SED: 22.1% (2019-20)	Class of 2021 Golden State Diploma All Students: 17.5% Latinx: 7.1% White: 17.5% Asian: 51.4% SWD: 1% SED: 11%			>41% All student group to exceed county mark of 35.9% + 5%
Seal of Biliteracy (Dataquest)	All: 17.1% Latx: 18.2% Wht: 12.6% SWD: 1.4% SED: 15.3% (2019-20)	Class of 2021 Seal of Biliteracy All Students: 7% Latinx: 8.3% White: 3.6% Asian: 13.5% SWD: 0% SED: 10.3%			>22% All student group to exceed county mark of 21.9%
AP Test Participation and Pass Rate (Dataquest)	Participation: 40.4% Score >=3: 61% (2019-20)	Information is no longer available and published because the CDE has discontinued the creation and publication of the AP Report.			Metric retired due to state reporting changes. Exceed 25% Cty and CA 39% part.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Score 3+: 78% 64%
SAT test Participation and performance (Dataquest)	Participation: 38.9% Meet ERW: 79.6% Meet Math: 67.4.% (2019-20)	Not available. Information is no longer available and published because the CDE has discontinued the creation and publication of the AP Report.			Metric retired due to state reporting changes. Exceed County rates of Participation: 27.1% Meet ERW: 85.2% Meet Math 74.2%
Gr.11 ELA CAASPP Test Data Meet or Exceed (CAASPP)	All: 59.4% Latx: 42.4% Wht: 71.8% SWD: 12.5% SED: 39.0% (2018-19)	Data unavailable due to suspension of CAASPP assessment; NWEA was given as the local assessment during the 2020-21 school year			Exceed state marks of All 57.3% +5% Latx 48.3% +5% Wht 69.5% +5% SWD 15.7% +5% SED 47.2% +5%
Gr. 11 Math CAASPP Test Data Meet or Exceed (CAASPP)	All: 39.5% Latx: 21.9% Wht: 51.4% SWD: 6.7% SED: 20.1% (2018-19)	Data unavailable due to suspension of CAASPP assessment; NWEA was given as the local assessment during the 2020-21 school year			Exceed state marks of All 32.2% +5% Latx 20.3% +5% Wht 44.6% +5% SWD 5.1% +5% SED 20.9% +5%
Gr. 11 MAP test National Percentile Rankings	ELA All: 70%ile Math All: 85%ile	Not available. Fall 2021 All ELA: 67%			This metric is being retired due to a change in how the District is monitoring

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(Fall 2020 benchmarks)	All Math: 75% Percentile (a percentage-based ranking) of the achievement reached for the Fall 2021 term, as compared to the school-level NWEA norms from the same grade.			NWEA MAP Student Growth moving forward. ELA: Exceed 75%ile Math: Exceed 87%ile
College and Career Ready (Dashboard)	54.7% (2018-19)	Data unavailable due to suspension of the 2020 and 2021 CA School Dashboard.			63.5% Meet or exceed high of county unified district rates
CTE Pathways Completers (Local Data)	182 (2019-20)	Total Pathway Completers 2020-21 All Students: 169 students Latinx: 69 students White: 73 students Asian: 12 students SWD: 26 students SED: 45 students EL: 5 students Homeless: 7 students Armed Forces Family: 5 students Male: 106 students Female: 62 students Non-binary: 1 student			Improve to 250

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dual or Concurrent College Enrollment (from High Schools)	33 (LOHS) 46 (ASHS) (2020-21)	2021-22* Live Oak HS: 21 students Sobrato HS: 33 students *Most coursework offered virtually by the local community colleges			Monitoring Metric, maintain or improve.
Freshmen-on-Track for Graduation (Datazone)	On-Track: 444 (65%) Slightly Off: 130 (19%) Moderately Off: 26 (4%) Extremely Off: 83 (12%) (3/2021)	As of March 2021: On-Track: 512 (72.3%) Slightly Off: 79 (11.1%) Moderately Off: 66 (9.3%) Extremely Off: 51 (7.2%)			Increase to 80% on track and 10% moderately or extremely off track.
College Acceptance /Application (Naviance)	1.4 per graduate (Class of 2020)	1.4 college acceptances per applicant in the Class of 2021			Monitoring Metric, maintain or improve.
College Enrollment Data (Naviance)	64% attended college (Class of 2020)	58.2% matriculated to college (Class of 2021)			Monitoring Metric, maintain or improve.
College Persistence Rate (Naviance)	63% still enrolled (Class of 2020)	Class of 2020: 38% returned for 2nd year of college Class of 2021: College persistence			Monitoring Metric, maintain or improve.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		rates are not yet available			
AP Test Participation and AP Exams with a 3+ (College Board)	Number of Students taking AP Exams: 580 students Percent of AP Exams with a score of 3 or higher: 43.4%	Not yet available for the 21-22 school year.			Increase the number of students taking AP Exams to 800 students and increase the percent of students earning a 3+ on AP exams to 60%
Grade 11 Conditional Student Growth Percentile NWEA MAP ELA and Math (Fall to Winter)	Winter 21-22 Conditional Student Growth Percentile ELA: 44% Math: 52%	Not available.			Students in grade 11 will improve their median conditional student growth percentile by 15% English and Math.

Actions

Action #	Title	Description	Total Funds	Contributing
1.4.a	Freshmen Success Coordinators	Provides freshmen success goals, student connects, designs, implements, and leads student success programs, establishes benchmarks in collaboration with the success team to monitor progress and more at Live Oak and Sobrato High Schools with a focus on EL, FY, LI. (ESSER)	\$114,512.19	Yes
1.4.b	Freshmen Success Institute PD	Professional learning offered by the Network for College Success on students transition from middle to high school, examine the research on what matters the most for high school success, and support students to stay on-track to graduation by building and leading freshman teacher teams with a focus on EL, FY, LI. Registration and	\$85,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		travel for Summer, Fall and Spring institutes. (EEF, ESSER, CSI & LCFF)		
1.4.c	Freshmen Success Data Team Stipends	Establish vision, mission, and purpose to engage in consistent equitable discussions/meetings to analyze data, develop, monitor, and adjust interventions, and discuss interventions and strategies that promote student success with a focus on EL, FY, LI. (ESSER)	\$25,000.00	Yes
1.4.e	9th Grade Connection Materials and Supplies	Purchase materials and supplies for summer connection program and student swag with a focus on EL, FY, LI. (ESSER)	\$15,000.00	Yes
1.4.g	Credit Recovery Program	Provide Cyberhigh to all sites to support credit recovery curriculum needs with a focus on EL, FY and LI students. (A-G Grant.)	\$27,600.00	Yes
1.4.h	Grade and Credit Recovery	Middle and High School grade and credit recovery for A-G eligibility with a focus on EL, FY, LI, SWD. (A-G Grant)	\$50,000.00	Yes
1.4.i	CalSOAP	Support the California Student Opportunity and Access Program with K-8 parent/guardian workshops and additional high school college advising staff to assist EL, FY, LI students in navigating the path to college. (LCFF Supp.)	\$75,000.00	Yes
1.4.j	Academic Counselors	TK-12 counseling staffing support and program options such as American School Counselor Association with a goal to increase the college and career readiness rate with a focus on EL, FY, LI. Includes staffing and program exploration and implementation (200K EEF, 200K ESSER)	\$385,412.02	

Action #	Title	Description	Total Funds	Contributing
1.4.k	National Student Clearinghouse Research Center	Post Secondary tracking and data support. This will provide us with data of where our students go after High School, including enrollment, 2 year enrollment and retention rates post secondary. (LCFF Supp.)	\$5,000.00	No
1.4.l	High School College and Career Exploration	Provide students opportunities for early college and career exposure with a focus on EL, FY, LI (field trips, guest speakers, materials and supplies for activities-one college visit per 10th grade/site). (LCFF Supp.)	\$8,500.00	Yes
1.4.m	National Equity Project BELE Network	Professional learning and coaching to support building equitable learning environments collaboratively with students and staff. Contract and stipends with a focus on EL, FY, LI. (ESSER)	\$70,000.00	Yes
1.4.n	AP Capstone Diploma Program	AP Capstone Diploma Program to provide additional AP courses opportunities for students in grades 9-12 by building an AP pathway centered on AP Research and AP Seminar courses. Teacher training, materials, and supplies. (LCFF Supp.)	\$12,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

This goal is aimed to increase high school success and the actions and services were implemented as planned.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There was no material differences between budgeted expenditures and estimated actuals.

An explanation of how effective the specific actions were in making progress toward the goal.

The high school student success actions supported students in high school and the baseline and year one data in most areas validates the need to continue to provide specialized supports in grades 9-12. As a result of our increase in freshmen success in the fall 2020 our success showed a difference from 65% to 72.3% and a decrease in the percentage of students extremely off track from 12% to 7.2%.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The following changes were made to the actions in Goal 1.4:

- Added grade and credit recovery for A-G eligibility because of the need to provide credit recovery options for students as well as opportunities for students to improve their grade to become UC a-g eligible.
- Added Academic Counselors to the high schools to better support the academic, social emotional, and college and career needs of students.
- Added a membership with the National Clearinghouse to get access to post-secondary data.
- Added high school college and career exploration to provide students opportunities to explore and experience post-secondary.
- Added AP Capstone Diploma Program to provide students advanced placement courses and increase access to a broad course of study.
- Moved 9th summer stipends and PD pay to Goal 1-ELO-P Summer.

Revisions to the the metrics include:

- Retired the "AP Test Participation and Pass Rate (Dataquest)" metric as it was previously reported because the information as presented is no longer available due to the CDE sunsetting partnership with the College Board.
- Retired the "SAT Test Participation and Performance (Dataquest)" metric for two reasons: 1) The number of students participating in the SAT has significantly decreased over the last two academic years due the move the change on behalf of colleges and universities in California and across the US to no longer require the SAT for admission purposes, and 2) The CDE no longer partners with the College Board for reporting purposes at the district level.
- Added "AP Test Participation and AP Exams with a 3+ (College Board)" to replace the previous AP Test Participation metric that was retired.
- Retired the "Gr. 11 MAP test National Percentile Rankings" metric because we have shifted the window in which we monitor NWEA MAP data (now Fall to Winter within the same school year) as we change our practices to monitor data in smaller time frames and more quickly inform instructional practices.
- Added "Grade 11 Conditional Student Growth Percentile NWEA MAP ELA and Math (Fall to Winter)" to align our District monitoring of NWEA MAP data with our sites as they focus on Fall-to-Winter MAP data as they adjust and monitor instruction within PLCs throughout the school year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2.0	Promote Parent/Guardian, Family, and Community Engagement in Education to Support a Shared Vision of Student Achievement.

An explanation of why the LEA has developed this goal.

Families and Community as Partners in Education: Using an equity in education framework, develop a comprehensive family and community engagement in education plan that creates connectedness and inclusion of diverse cultures, socioeconomic backgrounds, and welcomes multiple language speakers. Stakeholder engagement input sessions frequently recommended the district and schools engage in more relevant and responsive communication with families. Fostering and building parent/guardian, family, and community engagement and relationships is essential for supporting and increasing the likelihood of student success in school.

Schools and districts that approach parents/guardians, families, and communities as partners in educating the whole-child, establish an understanding that it takes a village to provide students with access and resources to as many opportunities to achieve success. Stakeholder input largely emphasized the importance and value of engaging families and communities for student engagement and success to-and-through high school to post-secondary. MHUSD will monitor communication, participation in parent/guardian advisory groups, and participation in parent/guardian education programs such as CAFE's Project to Inspire and PIQE (Parent Institute for Quality Education). To continue to build on the family and community engagement and partnerships for student achievement, a series for workshops, training, and opportunities to participate in school and district related activities will be actively sought and provided to increase participation.

In order to encompass this work, the MHUSD will be updating the Parent/Guardian Engagement Plan and developing a district-wide Family Resource Center to provide streamlined services and resources to help families become more engaged in their child's education. Some of these resources include, but are not limited to, partnering with community-based organizations to provide activities. Family Resource Centers provide resources that can be used by the family to cope with difficult situations; these include social, cultural, economic and medical resources. In addition to promoting parent involvement and family literacy, centers provide remedial education focused on reading and math, as well as academic enrichment programs and recreational activities. The services will also help families access critical information that is readily available in accessible formats and languages promoting culturally appropriate practices reflecting our parent community. The following are six high impact engagement strategies that MHUSD is committed to:

- Building personal relationships, respect, and mutual understanding with families through home visits, community walks, and class meetings
- Sharing data with families about student skill levels
- Modeling effective teaching practices so families can use them at home
- Listening to families about their children's interests and challenges, then using this information to differentiate instruction

- Incorporating content from families' homes cultures into classroom lessons

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Engagement: Parent/Guardian Input in Decision Making (Survey)	School encourages input in decision making 3.8 (5 point rubric)	Not available due to change in survey instrument			Metric retired due to survey instrument changes. Improve and maintain > 4.0
Engagement: Parent/Guardian participation in programs for unduplicated students (Survey)	School encourages Parent/Guardian participation 3.9 (5 point rubric)	Not available due to change in survey instrument			Metric retired due to survey instrument changes. Improve and maintain > 4.0
Local Metric: Parents/Guardians completing CABE Project to Inspire and PIQE	16	CABE Project to Inspire: CABE Level I - 19 Parents CABE Level II - 14 Parents CABE Level III - 14 Parents CABE Total - 47 Parents PIQE Total - 23 Parents			Increase to >25 annually
Local Metric: parents/guardians	20 (during pandemic)	Twenty (20) parents completed Parent			Increase and maintain over 40

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
completing Parent-Project		Project during the 2021-22 school year.			
Local Metric: Key Survey responses: Encourage Volunteers Feel like valued partners Satisfactory communication School is safe School values diversity Appropriately challenging Satisfactory Environment My Child likes school	5 point rubric, scoring low to high 4.0 3.9 3.8 3.9 4.0 3.6 3.7 3.9	Not available due to change in survey instrument			Metric retired due to programmatic changes Improve rubric scores on parent/guardian survey questions to > 4.0
Engagement: Parent/Guardian Involvement in Decision-making process at child's school (Hanover Research LCAP Survey)	2021-22 LCAP Hanover Research School offer(s) parents a say in the decision-making process at my school: 53% agree or strongly agree	Not available.			Improve and maintain at 70% agree or strongly agree
Local Metric: Hanover Research LCAP Survey My child's school(s)... • School offers challenging	2021-22 Hanover Research LCAP Survey Responses: School... School offers challenging classes:	Not available.			Improve and maintain at 85% agree or strongly agree

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<ul style="list-style-type: none"> classes/ curriculum School feels safe Builds personal relationships, respect, and mutual understanding with families Incorporates content from families' homes cultures into classroom lessons: Aligns family engagement activities with school improvement goals Communicated effectively Encourages involvement (community/ organizations) Encourages parental involvement 	<p>68% agree or strongly agree</p> <p>School feels safe: 64% agree or strongly agree</p> <p>Builds personal relationships, respect, and mutual understanding with families: 67% agree or strongly agree</p> <p>Incorporates content from families' homes cultures into classroom lessons: 54% agree or strongly agree</p> <p>Aligns family engagement activities with school improvement goals: 53% agree or strongly agree</p> <p>Effectively communicate(s) with parents regarding their child's progress: 72% agree or strongly agree</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<ul style="list-style-type: none"> • Hosts events where effective teaching practices are modeled for parents • Hosts high school and college and career readiness workshops • Listens to families about their children's interests and challenges, then using this information to differentiate instruction • Shares data with families about student skill levels 	<p>Encourage(s) involvement from community members and organizations: 71% agree or strongly agree</p> <p>Encourage(s) parental involvement: 69% agree or strongly agree</p> <p>Hosts events where effective teaching practices are modeled so families can use them at home with their child(ren): 34% agree or strongly agree</p> <p>Hosts high school and college and career readiness workshops so families learn about processes, systems, and programs for student success: 55% agree or strongly agree</p> <p>Listens to families about their children's interests and challenges, then using this information to</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>differentiate instruction: 57% agree or strongly agree</p> <p>Shares data with families about student skill levels: 69% agree or strongly agree</p>				

Actions

Action #	Title	Description	Total Funds	Contributing
2.0.a	Family and Community Engagement Director	District-lead to engage with Multilingual-speaking families, assist with district-level outreach, communications, and coordinating Community Liaison work across the district with a focus on EL, FY, LI. (LCFF Supp.)	\$221,841.53	Yes
2.0.b	Bilingual Community Liaisons	Staff Community Liaisons to each site to provide outreach, communication, public meeting support and translation services with a focus EL, FY, LI. (LCFF Supp.)	\$314,940.89	Yes
2.0.c	Family and Community Engagement Development	Planning and development of a centralized family center to support all families in our district with additional support and resources for EL, FY, LI students and families. (LCFF Supp.)	\$40,000.00	Yes
2.0.d	Family Center Support Staff	Provide a Family Center office assistant position to support the program with a focus on EL, FY, LI families and students. (LCFF Supp.)	\$27,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.0.e	Communication Services- Language Line	Provide translation services for administrators to communicate with non-English speaking parents/guardians with a focus on EL, FY, LI. Language Line. (Title III & LCFF)	\$20,000.00	Yes
2.0.f	Parent/Guardian Education	Provide education for parents/guardians of English Learners to assist their children to navigate the school system successfully such as California Association for Bilingual Education (CABE) Project 2 Inspire education and Parent Institute for Quality Education (PIQE) with a focus on EL, FY, LI. (LCFF Supp.)	\$124,940.00	Yes
2.0.h	Translation Services	Provide written and oral translations for IEP document and meetings to enable parents/guardians of English Learners to participate fully in the IEP process and to have equal access to documentation and information with a focus on EL, FY, LI. (LCFF Supp.)	\$50,000.00	Yes
2.0.i	Communication: Zoom Video Conferencing	Provide ESD Zoom video conferencing options with translation for parent/guardian and advisory board meetings such as DELAC, SEAC, MPAC, IEP, and other meetings as appropriate to increase access and participation by parents/guardians having transportation, scheduling, or other difficulties attending meetings. (LCFF Supp.)	\$21,520.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The planned actions of promoting parent engagement were all implemented this school year and new actions were developed to continue to meet the goal. In the late fall, a partnership with PIQE was established to strengthen, engage, and empower parents as educational partners.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The differences in planned and actual expenditures was an increase in translations services as well as the new partnership with PIQE. In addition, the Family and Community Engagement in Education Lead position was vacant for half of the year.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions supported the progress towards the goal of promoting parent engagement. The actions generated the development of new actions and services that will continue to improve and strengthen parent engagement in 2022-23 and beyond.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

For the 2022-23 school year, new actions, metrics, and desired outcomes are included.

The following changes have been added to the Action Items:

- Family and Community Engagement Director (changed from Lead) to support the development and implementation of the family and community engagement plan.
- Family Center Support Assistant (position) to support the development and day to day operations of the family center.
- Family and Community Engagement planning development is added to organize, plan, and design a robust family engagement plan.
- Revised the costs for most services and moved ELPAC Professional Development to Goal 1.

Changes to the metrics and desired outcomes are listed below:

- Retired the "Engagement: Parent/Guardian Input in Decision Making (Survey)" because we partnered with Hanover Research to conduct a more robust survey of the District's educational partners and, as a result, the outcome data was not consistent between the 'Baseline Year' and the 'Year 1 Outcome' making it difficult to continue the same metric for comparison and outcome purposes.
- Retired the "Engagement: Parent/Guardian participation in programs for unduplicated students (Survey)" because we partnered with Hanover Research to conduct a more robust survey of the District's educational partners and, as a result, the outcome data was not consistent between the 'Baseline Year' and the 'Year 1 Outcome' making it difficult to continue the same metric for comparison and outcome purposes.
- Retired the "Local Metric: Key Survey responses" due to the change in survey instrument to Hanover Research.
- Added "Engagement: Parent/Guardian Involvement in Decision-making process at child's school (Hanover Research LCAP Survey)" as a new metric to replace the former parent engagement metric (see above) and set a new outcome to reflect updated goals for parent engagement at school sites.
- Added "Local Metric: Hanover Research LCAP Survey" as a new metric to replace the former metric that captured similar data using a different survey and result instrument.
- Revised "Local Metric: Parents/Guardians completing CAFE Project to Inspire and PIQE" to include PIQE within the metric.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3.0	Enhance Student Engagement, Social Emotional Learning, and School Climate that Fosters Relationships, Wellbeing and Achievement

An explanation of why the LEA has developed this goal.

To provide educational equity, it is essential to establish school and district wide supports that will assist to identify the unique strengths and areas of need of each student, school, and community. In March 2020 students, staff, and the school community shifted to a new way to teach and engage students for distance learning. The shift to distance learning extended into the 2020-21 school year and with the new model, new challenges and opportunities for growth emerged. On April 12, 2021, all students were given the option to safely return to in-person instruction at their school. We will continue to engage all students in relevant and responsive learning and reaffirm student engagement structures, systems, and practices that optimize student connectedness, wellness, and achievement. Stakeholder engagement and input sessions consistently expressed student well-being, engagement, and school climate as priority areas of focus.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rates	97.08%	2021-22 Attendance Rate: 92.21% (as of April 2021)			Maintain >97%
Chronic Absenteeism Rates	7.02%	2021-22 Chronic Absenteeism Rate: 23.7% (as of May 2021)			Reduce and maintain below 7%
Middle School Dropout Rate	0%	2020-21 Middle School Dropout Rate: 0% (Aeries SIS)			Maintain below state level of .003

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Dropout Rate	8.9%	2020-21 High School Dropout Rate: 3.3%			Reduce below state level of 7.0%
High School Graduation Rate	87%	2020-21 Graduation Rate: 89.2%			Increase and maintain >90%
Suspension Rate	3.9% (2019-20)	2020-21 Suspension Rate: 0.10% May 2022: 17% (Aeries SIS)			Reduce below state rate of 2.6%
Expulsion Rate	0.11% (2019-20)	2020-21 Expulsion Rate: 0% May 2022: 1.2% (Aeries SIS)			Reduce below state rate of 0.06%
Local Metric: Key questions on Student Survey (4 pt rubric) I feel safe at school I have a staff connection I participate in activities I am happy I am proud of my school	Grade Bands K-2 3-5 6-8 9-12 3.8 3.5 3.2 3.3 2.5 3.2 2.7 2.5 3.0 3.2 3.3 3.2 3.6 3.2 2.9 2.8 3.0 3.2 2.9 2.9	Not available due to change in survey instrument.			Metric retired due to programmatic and survey instrument changes. Improve 4 point student survey responses to 3.5
Local Metric: Hanover Research Student Survey Questions Grades 6-12	2021-22 Hanover Research survey results will be posted in July results for	Not available.			Metric outcome will be finalized once survey results are updated in July.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
I like going to school. I want to do well in school. Instruction at school is relevant to students' lives. Offers challenging classes Values student voices' and opinions Encourages students to participate in extra-curricular activities Sets high expectations for student achievement Students have a trusted adult on campus they can talk to during the day Students feel safe at school Adults take the time to build trusting relationships in class	students are provided to the district.				

Actions

Action #	Title	Description	Total Funds	Contributing
3.0.a	District and School Surveys	Hanover Research Survey contract for district and school wide surveys to support strategic planning, program development, and operations. (LCFF Supp.)	\$45,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.0.b	School Climate Survey	Conduct CHKS district wide climate surveys to identify areas of need and to target resources to those needs. (LCFF Supp.)	\$10,000.00	No
3.0.c	PBIS- School Climate and Student Engagement	Implementation of Positive Behavior Interventions and Supports (PBIS) through restorative justice practices, community building, and social-emotional learning. (LCFF Supp.)	\$65,000.00	No
3.0.d	Social Emotional Learning Resources and Partnerships	Provide social emotional learning resources and activities to support healthy life skills. New Contract/Partnership: Empowering our Community for success and Empowering the Fatherless mentorship programs with a focus on EL, FY, LI. (LCFF Supp.)	\$20,000.00	No Yes
3.0.e	Project Cornerstone	Project Cornerstone partnership to support students in grades TK-5 with a focus on EL, FY and LI youth. (LCFF Supp.)	\$10,000.00	No
3.0.g	Social Emotional Learning Curriculum	Provide SEL curriculum, Second Step (TK-8th grades) and BASE (6th-12th), for Tier I grades 6-12 social emotional learning. (ESSER)	\$42,000.00	No
3.0.h	Erin's Law Curriculum-Be Seen Be Heard	Provide K-12 curriculum to address child abuse, human trafficking and gun violence awareness requirements (Childhood Victories contract). (LCFF Supp.)	\$19,500.00	No
3.0.i	Docusign Contracts	Docusign for all digital contracts (independent study, external agencies, mental health referrals, special education, etc.).(LCFF Supp.)	\$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.0.m	Satchel SEL Data System	Satchel is an SEL survey and intervention program/dashboard to help determine the SEL competencies and triangulate that data with teacher input, grades, attendance, behavior and testing. It provides sites with tiered intervention supports for students, and on going coaching around survey and data results. (ESSER)	\$40,850.00	No
3.0.n	TUPE Education	Provide tobacco use prevention education support via lessons, activities, and school-wide awareness events. (TUPE Grant)	\$23,300.00	No
3.0.o	South County Youth Task Force Partnership	Partnership with SCYTF to provide additional supports and resources in social emotional engagement, prevention and interventions, and restorative practices for all students with a focus on EL, LI, and FY. (LCFF Supp.)	\$45,000.00	Yes
3.0.p	CARE Program Resources	Resources, travel vouchers, and supplies to serve students living in Foster Care, students experiencing homeless living, and students experiencing economic hardship. (LCFF Supp.)	\$18,600.00	Yes
3.0.q	CARE Staffing	CARE specialists to support students with exceptional needs with a focus on EL, LI, and FY students. Specialists will connect students to community based organizations, school linked services, and social emotional counseling. (LCFF Supp.)	\$656,716.09	Yes
3.0.t	Educational Alternative Placements	For expelled youth in a Santa Clara County school district, Santa Clara County Office of Education Expelled Youth Program. (LCFF Base)	\$165,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.0.u	Social Emotional Learning Professional Development	Provide substitute coverage, conference expenses, and contracts with community based organizations to provide social emotional learning opportunities for staff. (ESSER)	\$14,000.00	No
3.0.v	Suicide Prevention Professional Development	Provide training on suicide prevention in partnership with a community based organization. (LCFF Supp.)	\$5,500.00	No
3.0.w	De-escalation and Safety Training	Safety Care by QBS is a crisis intervention program, to be provided under the direction of Board Certified Behavior Analysts (BCBAs) to support specific classrooms/students needing the highest levels of behavioral support, safety training, and de-escalation. (LCFF Supp.)	\$33,782.00	No
3.0.x	School Culture and Climate Training	Provide supplemental programs and additional hours, community based organizations support, and added supports to address mental health needs via contracts in accordance with Title IV Guidelines. (Title IV)	\$14,000.00	No
3.0.y	Professional Learning: Pyramid Training Preschool-K	PD: Pyramid Model training for TK teachers and leadership. This is an in-depth training created by the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) with a focus on EL, FY, LI.	\$80,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The actions and services were implemented as planned.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There was no material differences between budgeted expenditures and estimated actual expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

The specific actions supported making progress in our goals by providing an increased number of supports through internal staff and community-based organizations. There was a reduction in suspension from 31% (2018) to 17% in 2022. In addition, we increased our mental health partnerships to address the high need due to the pandemic.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on our reflections from the 21-22 school year, the following changes were made:

- Transition to Satchel, a new TK-12 social emotional survey tool to gather student academic and social-emotional data that will enable school teams to provide targeted and timely supports.
- Added a new social emotional curriculum for TK-5 and the two comprehensive middle schools. BASE SEL will continue to be used for K-8 and comprehensive high schools.
- Added contract for Positive Behavioral Interventions and Supports (PBIS) in partnership with SCCOE to provide site support for the implementation of PBIS strategies.
- Removed ADVENT because the State closed the program.

Revised metrics and desired outcomes are listed below:

- Retired the "Local Metric: Key questions on Student Survey" metric because our survey instrument changed from an internal survey created in-house to an instrument created by Hanover Research to be able to gather more refine and nuance data from our educational partners.
- Added "Local Metric: Hanover Research Student Survey Questions" to replace the retired (internal) survey instrument to continue to gather data from students in grades 6-12.
- District wide social emotional survey is given every two years via California Healthy Kids Survey (CHKS). Due to a new platform the DataZone survey was postponed, we chose to use the Hanover Research Survey.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
Focus Goal 3.1	Attend to Social-Emotional Learning and Development: Within the three-year cycle of this plan, develop whole-child wellness centers at the two middle and two high school schools to improve timely student and community access to our growing inventory of social-emotional and school linked services. Provide social-emotional learning strategies and practices that are intentionally designed, assessed, and monitored for student outcomes within multi-tiered systems of support. Build a community of practice in collaboration with staff and students on establishing culturally responsive and inclusive school-wide equity practices that create the conditions for belonging, safe learning environments, and meaningful learning experiences by June 2024.

An explanation of why the LEA has developed this goal.

Social-emotional wellness research and frameworks support attending to the needs of the whole child as a foundational prerequisite for student achievement. An overwhelming response from parents/guardians, students, staff, and community educational partners shared the need for the district to attend to the social-emotional wellbeing of students and to expeditiously create the conditions for an emotionally safe environment that nurtures for challenges students may have experienced both mentally and academically during the pandemic. Thus, a combination of resources will be offered through the new Wellness Centers in partnership with community-based organizations for students, families, and staff ranging from trauma-informed care practices, small group therapy, community resources, and check-ins. Although the Wellness Centers will be located in the four secondary school sites, the elementary feeder schools will have access to the centers as well. Student voice and agency are essential in creating the space for learning, healing, and wellness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Base Program Usage 6-12 Social Emotional Learning (SEL)	2021-22: 907 students have started at least one lesson/unit	Not Applicable			At least 2000 students completing at least 1 lesson/unit by Spring 2024. Each school site with BASE will have a scope and sequence

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					mapped out for the school year.
Teachers Trained in Cultivating a Safe and Brave Space	2021-22: Not available	Not Applicable. Metric discontinued due to programmatic changes.			Metric discontinued due to programmatic changes.
Wellness Center Visits and Referrals by Site	<p>2021-22 (as of end of April 2022)</p> <p>Britton Middle School</p> <p>9,368 visits were made by students to the Wellness Center during non-class times (break, lunch, before school, after school)</p> <p>2,779 Aeries documentation of Visits to the Wellness Center or counseling or self-regulation during class times.</p> <p>151 total referrals (5 family referrals, 107 staff referrals, 39 students made self-referrals)</p> <p>Martin Murphy Middle School</p>	Not Applicable			Metric discontinued due to programmatic changes.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>3,199 visits were made by students to the wellness center during non-class times (break, lunch, before school, after school)</p> <p>1,474 Aeries documentation of Visits to the Wellness Center for counseling or self-regulation during class times.</p> <p>58 total referrals (6 family referrals, 50 staff referrals, 2 students made self referrals)</p> <p>Live Oak High School</p> <p>2442 visits were made by students to the wellness center during non-class times (break, lunch, before school, after school)</p> <p>686 Aeries documentation of Visits to the Wellness Center for counseling</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>or self-regulation during class times.</p> <p>104 total referrals (8 family referrals, 90 staff referrals, 6 students made self referrals)</p> <p>Sobrato High School</p> <p>8,534 visits were made by students to the wellness center during non-class times (break, lunch, before school, after school)</p> <p>1,373 Aeries documentation of Visits to the Wellness Center for counseling or self-regulation during class times.</p> <p>203 total referrals (14 family referrals, 5 peer referrals, 124 staff referrals, 59 students made self referrals)</p>				
Wellness Center Workshop Participants	2021-22 7 families participated in the Saturday	Not Applicable			250 families per year will participate in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Wellness Center Workshops.				Wellness Center workshops.
PEI/School Linked Services: # served	130	<p>92 Student received individual services, 20 full classes of skill streaming, and 2 social skills groups.</p> <p>In 2021-22 SCCOE Behavioral Health expanded services to all sites due to the pandemic, services resumed to only PEI/SLS sites for this year.</p>			Maintain or improve
School Resource Officer Proactive Student Support:	2021-22 Parent-Project Sessions: 1 Restorative Justice circles: 2 Restorative Justice training: Yes Parent/Guardian workshops: 0 Staff, community, and student surveys: 0	Not available			Parent-Project: 6 total sessions Diversion completers: 90% Parent/Guardian Workshops: 6 total Staff, community, and student surveys: 1 per year
Behavior Infractions Total Number: Non-Suspension: Suspension:	2019-2020 (in-person: August 2019 - March 2020) Total Number: 7370	2021-22 Behavior Incidents Total Number: 3753			Reduce suspension percentage 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Datazone)	6501 / 88.2% 869 / 11.8%	Non-Suspension: 3087 Suspension: 666 (out of school, in-school and class suspensions included)			
Restorative Justice MHUSD Staff Trainings	2021-22 Restorative Justice Trainings: 64 adults (administrators, teachers, school counselors, support staff)	Not available.			By <ul style="list-style-type: none"> December 2022: 85% of all non-teaching staff (Administrators, Counselors, Support Staff, etc) will be trained in RJ practices June 2023: One third of school sites will be fully trained (All teachers and staff) June 2024: All school sites and all adults on campus will be trained in Restorative

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Justice practices
Social Emotional Learning Competencies	Baseline data will be collected during the 2022-23 school year.	Not available			By June 2024, students will score proficient in 3 out of 5 of the CASEL Competencies for social emotional wellness.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1.a	Wellness Centers & Spaces	Provide materials and supplies to support the social-emotional and wellness needs of students and families. (ESSER)	\$41,000.00	No
3.1.b	District Coordinator, Academics & Wellness	Provide equity-based leadership to school leadership teams focused on student progress, achievement and social-emotional wellness with a focus on EL, LI, FY students. (ESSER)	\$762,964.43	Yes
3.1.c	District Licensed Clinical Social Workers	Provide equity-based leadership, social-emotional learning workshops, supervision of social worker interns, and oversight of wellness centers and spaces with a focus on supporting EL, LI, FY students. (ESSER)	\$623,367.62	Yes
3.1.d	Wellness Center Software	Therapy Notes FERPA HIPPA documentation. (ESSER)	\$2,629.00	No
3.1.g	School Linked Services	Provide connections to outside CBOs and direct referral process for PEI and SLS services through behavioral health with a focus on EL,	\$166,174.00	Yes

Action #	Title	Description	Total Funds	Contributing
		LI, FY students (2 SLS coordinators and supplies funded by the County Behavioral Health Department). (SLS Grant)		
3.1.h	School Resource Officer	School resource officer to provide proactive community relations, parent-project, outreach, and direct support to sites. (LCFF Base)	\$163,935.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The action to provide professional development on Cultivating a Brave and Safe Space, stipends, and materials and supplies was not fully implemented this year due to staffing challenges. This professional development will be revisited in the future.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There is no substantial material differences between budgeted expenditures and estimated actuals other than the three positions that were added with supplemental grant funds.

An explanation of how effective the specific actions were in making progress toward the goal.

The additional SLS coordinator allowed us to increase our parent out reach via resources fairs (4), and referral processing. The wellness counselors provided elementary students mental health supports during the school day at their school site.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Our goal to Attend to Social-Emotional Learning and Development remains; however, we have added and revised actions and services to meet our current student needs as well as adjusted desired outcomes.

The list of revised metrics includes:

- Retired the "Teachers Trained in Cultivating a Safe and Brave Space" metric due to programmatic changes due to staffing challenges.

- Retired the "Wellness Center Visits and Referrals by Site" metric due to programmatic changes and shifts in how we measure our goal of ensuring students meet SEL competencies and providing resources via site based mental health services.
- Added "Restorative Justice MHUSD Staff Trainings" metric to reflect the District goal of training all staff and school sites in RJ practices by June 2024.
- Added "Social Emotional Learning Competencies" metric to more accurately reflect the District's goal of increasing students' SEL competencies and meeting their mental health needs.
- Added an SLS position.
- Added two wellness counselors.

The list of revised desired outcomes includes:

- Added the desired outcome for the "Base Program Usage 6-12 Social Emotional Learning (SEL)" after collecting baseline data during the 21-22 school year.
- Added the desired outcome for the "Wellness Center Workshop Participants" after collecting baseline data during the 21-22 school year.
- Adjusted the desired outcome for the "School Resource Officer Proactive Student Support" metric to reflect programmatic changes that include removing Restorative Justice (RJ) circles because these are now run through the Morgan Hill Police Department via the new Diversion Program (as of January 2022). 'Diversion Completers' was also included as part of the outcome.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
Focus Goal 4	Improve Equity, Access, and Inclusion for Diverse Student Learners for increased opportunities for student learning in the least restrictive environment (LRE), student academic progress, and overall student achievement. MHUSD will provide equity and access for students through inclusive opportunities in the least restrictive environment (LRE) by ensuring that all educational partners are responsible for every learner. This provision will improve post-secondary outcomes for students by focusing on the whole child through additional instructional support for students and professional development for staff by June 2024.

An explanation of why the LEA has developed this goal.

Districts in differentiated assistance in specific areas of special education for three years require Special Education Departments set specific goals in their district’s LCAP that will lead to improved outcomes in those areas. In MHUSD, the areas of differentiated assistance for Students with Disabilities (SWDs) are academics, graduation rate, and College Career Indicator (CCI).

An analysis of the California Dashboard indicates that MHUSD students with disabilities (SWD) have been in the Red tier for two consecutive years (2017, 2018) and the Orange tier for one year (2019) in the area of English Language Arts and have been in the Red tier for three consecutive years (2017, 2018, and 2019) for Mathematics. Additionally, MHUSD students with disabilities have been in the Orange tier for one year (2018) in the area of graduation rate.

MHUSD Special Education Plan (SEP) improvement plan indicated a need for improvement in the percent of students in the Least Restrictive Environment (LRE) >80% of the time in addition to having fewer students in the LRE <40% of the time. This indicates a need for improved inclusive opportunities for students with disabilities. Inclusive opportunities support SWD by providing students with the support that is needed in a setting as close to the general education class as possible. The creation of robust programs within MHUSD will support students’ needs within the district thus reducing the need for placements within Santa Clara County Office of Education (SCCOE), Nonpublic Schools (NPS), and Residential Treatment Center (RTC) programs.

An analysis of student, parent, and educator responses to educational partner surveys and interviews indicates a need for additional staffing resources so that collaborative inclusion, behavioral interventions, and social-emotional supports can be appropriately implemented and aligned with current district initiatives for Professional Learning Communities (PLC), Restorative Practice (RP), English Learner (EL) reclassification, Universal Design for Learning (UDL), and equity in education.

Improvement of MHUSD SWD performance in English Language Arts and Mathematics will have positive improvements to the district’s graduation rate and provide our students with the skills and knowledge they need to be college, career, or life ready after their time in MHUSD.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SWD ELA Performance (CA dashboard)	<p>2017: 89.3 points below standard Declined 11.2 points # of students: 520</p> <p>2018: 102.4 points below standard Declined 12.2 points # of students: 610</p> <p>2019: 94.6 points below standard Increased 10.3 points # of students: 642</p> <p>2020: N/A 2021: N/A</p>	Not Applicable			CA Dashboard Spring 2023: 60 points or fewer below standard
SWD Mathematics Performance (CA dashboard)	<p>2017: 112.5 points below standard Declined 13.8 points # of students: 520</p> <p>2018: 122 point below standard Maintained -1.6 points</p>	Not Applicable			CA Dashboard Spring 2023: 80 points or fewer below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	# of students: 607 2019: 122.8 points below standard Maintained 1.2 points # of students: 642 2020: N/A 2021: N/A				
SWD in Least Restrictive Environment: 80% or more of their day: State Target: >52.20%	2019-2020: 46.90% Nov 2020: 51.0% Sept 2021: 51.1% April 2022: 54.8%	Not Applicable			Spring 2024: >60%
SWD in Least Restrictive Environment 40% of less of their day: State Target: <21.60%	2019-2020: 23.31% Nov 2020: 22.4% Sept 2021: 19.9% April 2022: 18.2%	Not Applicable			Spring 2024: <14%
SWD Graduation Rate (CA dashboard)	2017: 75% Graduated Declined 8.9% # of students: 60 2018: 72.2% Graduated Declined 2.8% # of students: 72	Not Applicable			CA Dashboard Spring 2023: 80% Graduated

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2019: 58.5% Graduated Declined 13/7% # of students: 94 2020: N/A 2021: N/A				
MHUSD students enrolled in programs outside of the district	Enrollment in SCCOE Programs: 2020-2021: 56 2021-2022: 45 NPS: 2020-2021: 20 2021-2022: 19 Residential: 2020-2021: 3 2021-2022: 1	Not Applicable			Enrollment in SCCOE Programs: 2023-2024: 35 NPS: 2023-2024: 20 Residential: 2023-2024: 0-1

Actions

Action #	Title	Description	Total Funds	Contributing
4.0.a	Tier II: Inclusion TOSA	Inclusion Teacher on Special Assignment to provide Tier 2 academic support to small groups of students, facilitate staff training and coaching on effective inclusion practices and strategies while focusing only grades TK-8th with a focus on EL, FY, LI, SWD. (Moved from 1.3.b) (ESSER)	\$134,242.26	No

Action #	Title	Description	Total Funds	Contributing
4.0.b	Inclusion Collaborative Partnership PD	Partnering with SCCOE's Inclusion Collaborative to provide both special education and general education teachers involved with inclusion and co-teaching at their school sites direct training and coaching. (LCFF Supp.)	\$41,700.00	No
4.0.c	Inclusion Collaborative Conference PD	Provide professional development by SCCOE's Inclusion Collaborative for elementary and secondary teachers at sites that are hosting inclusion classes. The purpose of this professional development is to develop the school teams' knowledge and skills about inclusive best practices, co-teaching, co-planning, and Universal Design for Learning. (LCFF Supp.)	\$9,250.00	No
4.0.d	Co-Teaching Professional Development PD	Provide professional development for all elementary and secondary teachers at sites that are hosting inclusion classes, with the option of the opportunity to be district-wide. The purpose of this professional development is to develop school sites' knowledge and skills about inclusive best practices, co-teaching, co-planning, and Universal Design for Learning. (LCFF Supp.)	\$20,018.00	No
4.0.e	Professional Learning-Summer Academy	Professional learning for special education and general education teachers and teams to create robust programs and procedures of collaboration that will have a direct positive impact on student performance and learning. (LCFF Supp.)	\$8,147.00	No
4.0.g	TK Inclusion Staff	Full Inclusion Pilot to support youngest students in academic and social emotional learning (LCFF Supp.).	\$169,000.00	No
4.0.h	Secondary Inclusion Staffing	Special Education teachers to be placed among secondary sites to ensure enough class sections are offered to support inclusion/collaboration programs (LCFF Supp.).	\$372,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.0.i	Professional Development and Staff Coaching	Contract to provide additional staff coaching for best practices for new psychologists, to meet the needs of all learners and increase evaluation capacity for supports for all students (LCFF Supp.).	\$19,926.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

N/A for baseline this year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

N/A for baseline this year.

An explanation of how effective the specific actions were in making progress toward the goal.

N/A for baseline this year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

N/A for baseline this year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
6,885,941	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.80%	0	\$0.00	8.80%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

To understand the needs of our English Language Learners, students experiencing economic hardship, students living in temporary housing, or students living in Foster Care, we analyzed the data to learn where there were opportunities to provide targeted support to increase and improve services.

As of the Census Day (October 2021), MHUSD's unduplicated percentage of low income, Foster Youth, and English Learner pupils is 44.46% for 2021-22.

MHUSD offers a variety of programs and support services principally directed in supporting the needs of English Learners, students with low-income and students living in Foster/Homeless to assist in closing achievement gaps. As the district constructs a Multi-Tiered System of Supports (MTSS), programs are tailored to detect and support students who are struggling based on data regardless of their membership in specific unduplicated student groups. Likewise, there are students in the unduplicated population who may be doing fine in the regular program. That said, assessment and support systems will serve underperforming or struggling students and therefore will primarily serve

those student groups with the highest needs and is therefore principally directed toward our unduplicated students. By increasing our systematic precision of detecting and serving individual student needs, across the full spectrum of intensive intervention to enrichment, our goal is to surpass the precision of the State's funding model based on generalized student groups. Likewise, Multi-Tiered Systems address whole child needs including academic, socioeconomic, social emotional and family wellness to ensure that all barriers to success can be addressed. This philosophy is central to our implementation of the MTSS structure as well as California's own Scaling Up MTSS Statewide SUMS initiative. Actions marked with "Yes" throughout the plan total \$6,222,936 in LCFF allocations which surpass the apportionment of \$6,194,165 in LCFF supplemental funds. Additionally, other funds sources also contribute to increased and improved services totaling \$11,114,030.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Goal 1.0: Lists and describes the vision for college and career readiness and the supports and programs needed to actualize excellence. The identified actions focus on the implementation of Multi-tiered systems of support that assess, identify and mitigate the obstacles to learning on an individual student basis. All identified professional development programs and services focus on the implementation of research based MTSS using the Universal Design for Learning (UDL) instructional model which supports underperforming students which are disproportionately made-up of our English language learners, foster youth, and low income students (EL, FY and LI). (Contributing actions include 1.0.: d, e, f, g, m, n, o, r, s, v, w, x, y, cc, dd, ee, ff)

Goal 1.1: Focuses on Early Literacy as a result of our needs assessment and root cause analysis for the causal factors contributing to low student outcomes across our K-12 system that are disproportionately experienced by our unduplicated students. The identified actions focus on providing strategic interventions for underperforming students to ensure that they can read at grade level by grade 3 which is a research based milestone for supporting student achievement. (Contributing actions include 1.1.: c, d, e, f, g, h, i, j, k, l)

Goal 1.2: Focuses on Elementary Math Competency as a result of our needs assessment and root cause analysis for the causal factors contributing to low student outcomes across our K-12 system that are disproportionately experienced by our unduplicated students. The identified actions focus on providing strategic interventions for underperforming students to ensure that they achieve math competency by grade 5 which is a research based milestone to prepare students for algebraic thinking and improved student achievement. (Contributing actions include 1.2.: a, d, e, f, g)

Goal 1.3: Focuses on Middle School transitions and readiness for high school as a result of our needs assessment and root cause analysis for the causal factors contributing to low student outcomes across our K-12 system that are disproportionately experienced by our unduplicated students. The identified actions focus on providing strategic interventions for underperforming students to ensure that they are prepared for high school by supporting English Learners to reclassify as English proficient and to support underperforming students with

readiness to pass Algebra. Those two focus areas are research informed and identified as presenting large barriers to high school success for most struggling unduplicated student group members. (Contributing actions include 1.3.: a, b, c, d, f, g, h, i)

Goal 1.4: Focuses on keeping High School students on track for graduation as a result of our needs assessment and root cause analysis for the causal factors contributing to low student outcomes across our K-12 system that are disproportionately experienced by our unduplicated students. High School graduation outcomes are also the focus of our Comprehensive Support and Improvement work with our County Office of Education. The identified research informed actions focus on providing on-track monitoring, early intervention, and credit recovery options to support students staying on-track for graduation. (Contributing actions include 1.4.: a, b, c, d, e, f, g, i)

Goal 2.0: Focuses on the overarching state and local priority of Parent/Guardian Engagement. Parent/Guardian support and involvement is recognized as a research based and crucial factor contributing to student success. The identified actions focus on providing parents/guardians with opportunities to engage, participate, and to team to support their students as well as to learn how to help their children navigate the K-12 system and pathway to college. (Contributing actions include 2.0.: a, b, c, d, e, f, g, h, i)

Goal 3.0: Focuses on Student Engagement and Positive School Environment are overarching state and local priorities and improve or increase support for unduplicated students by addressing factors such as chronic absenteeism, student discipline and mental wellness which disproportionately affect unduplicated student groups. Structuring our services with research based MTSS which are principally directed towards supporting EL, FY, and LI students. (Contributing actions include 3.0.: a, b, e, f, i, j, k, l, m, o, p, q, r, s, x)

Goal 3.1: Focuses on the anticipated high need for student mental health and wellness support. As needs are exacerbated in our unduplicated student groups, employing research based MTSS identification and service practices, which are principally directed towards supporting EL, FY, and LI students, ensures students will receive increased and improved services. (Contributing actions include 3.1.: a, b, c, d, e, f, g)

Goal 4.0: Focuses on Improving Equity, Access, and Inclusion for Diverse Student Learners in order to provide increased opportunities for student learning in the least restrictive environment (LRE), student academic progress, and overall student achievement. (Contributing actions include 4.0: a, b, c, d, e, g, h, i)

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

MHUSD is receiving additional grant funds (ESSER, A-G Completion Improvement, Educator Effectiveness, and ELO-P) to support the implementation of new and continuing initiatives aimed to improve student achievement. The services and actions listed under each goal encompass a number of new positions to support the implementation and actualization of the goals. Each goal has designated directors assigned to monitor and adjust the actions as needed for student success. An increase in staff at all elementary schools will provide students

elective classes in music, physical education, and STEAM/Engineering/Dual Immersion Multicultural Education (Spanish)/Health Science. In addition, funds will support our unduplicated students access to enrichment and expanded learning throughout the school year (before, after, summer school and during intercessions).

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	23.2	23.2
Staff-to-student ratio of certificated staff providing direct services to students	19.6	19.6

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$8,768,733.05	\$9,198,760.64	\$750,000.00	\$629,446.00	\$19,346,939.69	\$10,876,836.69	\$8,470,103.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.0.a	Professional Learning Communities and Transformational Leadership Professional Development	English Learners Foster Youth Low Income		\$79,000.00			\$79,000.00
1	1.0.b	Curriculum Alignment and Assessment Development Professional Development & Professional Learning Team Planning	All		\$58,500.00			\$58,500.00
1	1.0.c	Curriculum Alignment and Assessment Development Planning	All	\$30,000.00	\$15,000.00			\$45,000.00
1	1.0.d	Tier I: TOSA - English Language Development	English Learners Foster Youth Low Income	\$119,004.40				\$119,004.40
1	1.0.e	Tier 1: TOSA - Literacy	English Learners Foster Youth Low Income		\$134,242.26			\$134,242.26
1	1.0.f	Tier 1: TOSA - Visual and Performing Arts and Career Technical Education	English Learners Foster Youth Low Income	\$134,242.26				\$134,242.26
1	1.0.g	Tier 1: TOSA - Technology	English Learners Foster Youth Low Income		\$134,242.26			\$134,242.26

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.0.h	Tier 1: TOSA - Elementary Math	English Learners Foster Youth Low Income		\$134,242.26			\$134,242.26
1	1.0.i	Title I TOSA Additional Student Support	English Learners Foster Youth Low Income		\$548,520.90			\$548,520.90
1	1.0.j	Instructional Materials	All		\$407,435.00			\$407,435.00
1	1.0.k	CTE Program	English Learners Foster Youth Low Income		\$362,381.00	\$750,000.00	\$84,451.00	\$1,196,832.00
1	1.0.l	Visual and Performing Arts (VAPA) Program	All	\$25,000.00				\$25,000.00
1	1.0.m	Equal Opportunity Schools Partnership for Advanced Placement	English Learners Foster Youth Low Income	\$48,800.00				\$48,800.00
1	1.0.n	English Language Development Plan	English Learners Foster Youth Low Income		\$50,000.00			\$50,000.00
1	1.0.o	English Language Development Professional Learning	English Learners Foster Youth Low Income	\$105,000.00	\$120,000.00			\$225,000.00
1	1.0.p	Academic Core Assessments	English Learners Foster Youth Low Income	\$105,482.00				\$105,482.00
1	1.0.q	Fund School Plans (SPSA's)	English Learners Foster Youth Low Income	\$800,000.00	\$1,106,839.00		\$307,000.00	\$2,213,839.00
1	1.0.r	Elementary Assistant Principals	English Learners Foster Youth Low Income		\$1,093,271.23			\$1,093,271.23

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.0.s	Equity in Grading Professional Learning and Collaboration	All		\$65,000.00			\$65,000.00
1	1.0.t	Independent Study Program	All		\$65,000.00			\$65,000.00
1	1.0.u	Expanded Learning Opportunities Program	English Learners Foster Youth Low Income		\$960,000.00			\$960,000.00
1	1.0.v	Early College and Career Exploration	English Learners Foster Youth Low Income		\$20,000.00			\$20,000.00
1	1.0.w	Migrant Staffing	English Learners Foster Youth Low Income				\$121,698.00	\$121,698.00
1	1.0.x	Migrant Program Support Staff	English Learners Foster Youth Low Income				\$116,297.00	\$116,297.00
1	1.0.y	Supplemental Curriculum	English Learners Foster Youth Low Income	\$63,225.00				\$63,225.00
1	1.0.z	Inventory Control Program	All	\$17,715.00				\$17,715.00
1	1.0.aa	Chromebook Security	All	\$29,575.00				\$29,575.00
1	1.0.bb	Data Monitoring Tools	All		\$33,565.00			\$33,565.00
1	1.0.cc	Program Oversight	English Learners Foster Youth Low Income	\$278,806.00				\$278,806.00
1	1.0.dd	Student Transportation	English Learners Foster Youth Low Income	\$400,000.00				\$400,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.0.ee	Tutoring - Literacy and Math	English Learners Foster Youth Low Income		\$125,000.00			\$125,000.00
1	1.0.ff	TK-12th Counselor Plan	English Learners Foster Youth Low Income		\$20,686.00			\$20,686.00
1	1.0.gg	College, Career, and Media Technicians	All	\$335,413.06				\$335,413.06
1	1.1.a	Tier I: Early Literacy	All	\$60,000.00				\$60,000.00
1	1.1.b	Tier I: Literacy Supplemental	English Learners Foster Youth Low Income	\$137,000.00				\$137,000.00
1	1.1.c	Tier II: Reading Intervention Teachers	English Learners Foster Youth Low Income	\$1,485,437.42				\$1,485,437.42
1	1.1.d	Tier II: Bilingual Paraprofessionals	English Learners Foster Youth Low Income		\$364,849.21			\$364,849.21
1	1.1.e	Tier II: Literacy Paraprofessionals	English Learners Foster Youth Low Income	\$317,164.69				\$317,164.69
1	1.1.g	Tier II: Reading Programs	English Learners Foster Youth Low Income	\$78,000.00				\$78,000.00
1	1.1.i	Tier II: Reading Instructional Materials	English Learners Foster Youth Low Income	\$40,000.00				\$40,000.00
1	1.1.j	Reading Skills Assessment	All	\$25,000.00				\$25,000.00
1	1.1.l	Tier II-III: Reading Accommodation	English Learners Foster Youth Low Income	\$8,640.00				\$8,640.00
1	1.2a	Tier I: Elementary Math TOSA	English Learners Foster Youth Low Income	\$130,750.00				\$130,750.00
1	1.2b	Elementary Math Instructional Rounds	All	\$45,000.00				\$45,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.2d	SVMI Membership	English Learners Foster Youth Low Income	\$6,300.00				\$6,300.00
1	1.2e	Math Inclusion Professional Development	English Learners Foster Youth Low Income	\$72,000.00				\$72,000.00
1	1.2f	Math Supplemental Curriculum	English Learners Foster Youth Low Income	\$55,000.00				\$55,000.00
1	1.3.a	Tier I: Middle School Transition Math TOSA	English Learners Foster Youth Low Income		\$134,242.26			\$134,242.26
1	1.3.b	Tier I-II: Equity Staffing	English Learners Foster Youth Low Income	\$846,073.66				\$846,073.66
1	1.3.c	Tier I: TOSA Secondary English Language Development	English Learners Foster Youth Low Income	\$134,242.00				\$134,242.00
1	1.3.d	Multilingual Achievement Support	English Learners Foster Youth Low Income	\$23,621.00				\$23,621.00
1	1.3.e	Naviance System	All	\$67,765.00				\$67,765.00
1	1.3.f	AVID Program	English Learners Foster Youth Low Income	\$70,451.00				\$70,451.00
1	1.3.g	AVID Tutors	English Learners Foster Youth Low Income	\$40,676.79				\$40,676.79
1	1.3.h	Math Formative Assessment and Intervention System	English Learners Foster Youth Low Income	\$22,225.00				\$22,225.00
1	1.3.i	Director of Secondary Education	All		\$222,000.00			\$222,000.00
1	1.4.a	Freshmen Success Coordinators	English Learners Foster Youth Low Income		\$114,512.19			\$114,512.19
1	1.4.b	Freshmen Success Institute PD	English Learners Foster Youth Low Income		\$85,000.00			\$85,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.4.c	Freshmen Success Data Team Stipends	English Learners Foster Youth Low Income		\$25,000.00			\$25,000.00
1	1.4.e	9th Grade Connection Materials and Supplies	English Learners Foster Youth Low Income		\$15,000.00			\$15,000.00
1	1.4.g	Credit Recovery Program	English Learners Foster Youth Low Income		\$27,600.00			\$27,600.00
1	1.4.h	Grade and Credit Recovery	English Learners Foster Youth Low Income		\$50,000.00			\$50,000.00
1	1.4.i	CalSOAP	English Learners Foster Youth Low Income	\$75,000.00				\$75,000.00
1	1.4.j	Academic Counselors	English Learners Foster Youth Low Income		\$385,412.02			\$385,412.02
1	1.4.k	National Student Clearinghouse Research Center	All	\$5,000.00				\$5,000.00
1	1.4.l	High School College and Career Exploration	English Learners Foster Youth Low Income	\$8,500.00				\$8,500.00
1	1.4.m	National Equity Project BELE Network	English Learners Foster Youth Low Income		\$70,000.00			\$70,000.00
1	1.4.n	AP Capstone Diploma Program	English Learners Foster Youth Low Income	\$12,000.00				\$12,000.00
2	2.0.a	Family and Community Engagement Director	English Learners Foster Youth Low Income	\$221,841.53				\$221,841.53
2	2.0.b	Bilingual Community Liaisons	English Learners Foster Youth Low Income	\$314,940.89				\$314,940.89
2	2.0.c	Family and Community Engagement Development	English Learners Foster Youth Low Income	\$40,000.00				\$40,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.0.d	Family Center Support Staff	English Learners Foster Youth Low Income	\$27,000.00				\$27,000.00
2	2.0.e	Communication Services- Language Line	English Learners Foster Youth Low Income	\$20,000.00				\$20,000.00
2	2.0.f	Parent/Guardian Education	English Learners Foster Youth Low Income	\$124,940.00				\$124,940.00
2	2.0.h	Translation Services	English Learners Foster Youth Low Income	\$50,000.00				\$50,000.00
2	2.0.i	Communication: Zoom Video Conferencing	All	\$21,520.00				\$21,520.00
3	3.0.a	District and School Surveys	All		\$45,000.00			\$45,000.00
3	3.0.b	School Climate Survey	All	\$10,000.00				\$10,000.00
3	3.0.c	PBIS- School Climate and Student Engagement	All	\$65,000.00				\$65,000.00
3	3.0.d	Social Emotional Learning Resources and Partnerships	All English Learners Foster Youth Low Income		\$20,000.00			\$20,000.00
3	3.0.e	Project Cornerstone	All	\$10,000.00				\$10,000.00
3	3.0.g	Social Emotional Learning Curriculum	All	\$42,000.00				\$42,000.00
3	3.0.h	Erin's Law Curriculum-Be Seen Be Heard	All	\$19,500.00				\$19,500.00
3	3.0.i	Docusign Contracts	All	\$20,000.00				\$20,000.00
3	3.0.m	Satchel SEL Data System	All		\$40,850.00			\$40,850.00
3	3.0.n	TUPE Education	All		\$23,300.00			\$23,300.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.0.o	South County Youth Task Force Partnership	English Learners Foster Youth Low Income	\$45,000.00				\$45,000.00
3	3.0.p	CARE Program Resources	English Learners Foster Youth Low Income	\$8,600.00	\$10,000.00			\$18,600.00
3	3.0.q	CARE Staffing	English Learners Foster Youth Low Income	\$656,716.09				\$656,716.09
3	3.0.t	Educational Alternative Placements	All		\$165,000.00			\$165,000.00
3	3.0.u	Social Emotional Learning Professional Development	All		\$14,000.00			\$14,000.00
3	3.0.v	Suicide Prevention Professional Development	All	\$5,500.00				\$5,500.00
3	3.0.w	De-escalation and Safety Training	Students with Disabilities	\$33,782.00				\$33,782.00
3	3.0.x	School Culture and Climate Training	All		\$14,000.00			\$14,000.00
3	3.0.y	Professional Learning: Pyramid Training Preschool-K	English Learners Foster Youth Low Income		\$80,000.00			\$80,000.00
3	3.1.a	Wellness Centers & Spaces	All		\$41,000.00			\$41,000.00
3	3.1.b	District Coordinator, Academics & Wellness	English Learners Foster Youth Low Income		\$762,964.43			\$762,964.43
3	3.1.c	District Licensed Clinical Social Workers	English Learners Foster Youth Low Income		\$623,367.62			\$623,367.62
3	3.1.d	Wellness Center Software	All		\$2,629.00			\$2,629.00
3	3.1.g	School Linked Services	English Learners Foster Youth Low Income		\$166,174.00			\$166,174.00
3	3.1.h	School Resource Officer	All		\$163,935.00			\$163,935.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.0.a	Tier II: Inclusion TOSA	Students with Disabilities	\$134,242.26				\$134,242.26
4	4.0.b	Inclusion Collaborative Partnership PD	✕ Students with Disabilities	\$41,700.00				\$41,700.00
4	4.0.c	Inclusion Collaborative Conference PD	Students with Disabilities	\$9,250.00				\$9,250.00
4	4.0.d	Co-Teaching Professional Development PD	✕ Students with Disabilities	\$20,018.00				\$20,018.00
4	4.0.e	Professional Learning-Summer Academy	Students with Disabilities	\$8,147.00				\$8,147.00
4	4.0.g	TK Inclusion Staff	Students with Disabilities	\$169,000.00				\$169,000.00
4	4.0.h	Secondary Inclusion Staffing	✕ Students with Disabilities	\$372,000.00				\$372,000.00
4	4.0.i	Professional Development and Staff Coaching	Students with Disabilities	\$19,926.00				\$19,926.00

2022-23 Contributing Actions Tables

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
78,218,844	6,885,941	8.80%	0	8.80%	\$7,056,228.73	0.00%	9.02 %	Total:	\$7,056,228.73
								LEA-wide Total:	\$6,076,557.28
								Limited Total:	\$0.00
								Schoolwide Total:	\$1,084,671.45

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.0.a	Professional Learning Communities and Transformational Leadership Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income			
1	1.0.d	Tier I: TOSA - English Language Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$119,004.40	
1	1.0.e	Tier 1: TOSA - Literacy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.0.f	Tier 1: TOSA - Visual and Performing Arts and Career Technical Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$134,242.26	
1	1.0.g	Tier 1: TOSA - Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.0.h	Tier 1: TOSA - Elementary Math	Yes	Schoolwide	English Learners Foster Youth			

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
1	1.0.i	Title I TOSA Additional Student Support	Yes	Schoolwide	English Learners Foster Youth Low Income			
1	1.0.k	CTE Program	Yes	Schoolwide	English Learners Foster Youth Low Income			
1	1.0.m	Equal Opportunity Schools Partnership for Advanced Placement	Yes	Schoolwide	English Learners Foster Youth Low Income		\$48,800.00	
1	1.0.n	English Language Development Plan	Yes	LEA-wide	English Learners Foster Youth Low Income			
1	1.0.o	English Language Development Professional Learning	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$105,000.00	
1	1.0.p	Academic Core Assessments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$105,482.00	
1	1.0.q	Fund School Plans (SPSA's)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$800,000.00	
1	1.0.r	Elementary Assistant Principals	Yes	Schoolwide	English Learners Foster Youth Low Income			
1	1.0.u	Expanded Learning Opportunities Program	Yes	LEA-wide	English Learners Foster Youth Low Income			
1	1.0.v	Early College and Career Exploration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.0.w	Migrant Staffing	Yes	Schoolwide	English Learners Foster Youth Low Income			
1	1.0.x	Migrant Program Support Staff	Yes	LEA-wide	English Learners Foster Youth			

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
1	1.0.y	Supplemental Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income		\$63,225.00	
1	1.0.cc	Program Oversight	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$278,806.00	
1	1.0.dd	Student Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$400,000.00	
1	1.0.ee	Tutoring - Literacy and Math	Yes	Schoolwide	English Learners Foster Youth Low Income			
1	1.0.ff	TK-12th Counselor Plan	Yes	LEA-wide	English Learners Foster Youth Low Income			
2	1.1.b	Tier I: Literacy Supplemental	Yes	LEA-wide	English Learners Foster Youth Low Income		\$137,000.00	
2	1.1.c	Tier II: Reading Intervention Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income		\$1,485,437.42	
2	1.1.d	Tier II: Bilingual Paraprofessionals	Yes	LEA-wide	English Learners Foster Youth Low Income			
2	1.1.e	Tier II: Literacy Paraprofessionals	Yes	LEA-wide	English Learners Foster Youth Low Income		\$317,164.69	
2	1.1.g	Tier II: Reading Programs	Yes	LEA-wide	English Learners Foster Youth Low Income		\$78,000.00	
2	1.1.i	Tier II: Reading Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income		\$40,000.00	
2	1.1.l	Tier II-III: Reading Accommodation	Yes	LEA-wide	English Learners Foster Youth		\$8,640.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	1.2.a	Tier I: Elementary Math TOSA	Yes	LEA-wide	English Learners Foster Youth Low Income		\$130,750.00	
3	1.2.d	SVMI Membership	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,300.00	
3	1.2.e	Math Inclusion Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income		\$72,000.00	
3	1.2.f	Math Supplemental Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income		\$55,000.00	
4	1.3.a	Tier I: Middle School Transition Math TOSA	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			
4	1.3.b	Tier I-II: Equity Staffing	Yes	Schoolwide	English Learners Foster Youth Low Income		\$846,073.66	
4	1.3.c	Tier I: TOSA Secondary English Language Development	Yes	LEA-wide	English Learners Foster Youth Low Income		\$134,242.00	
4	1.3.d	Multilingual Achievement Support	Yes	Schoolwide	English Learners Foster Youth Low Income		\$23,621.00	
4	1.3.f	AVID Program			English Learners Foster Youth Low Income	6th-12th grades	\$70,451.00	
4	1.3.g	AVID Tutors	Yes	Schoolwide	English Learners Foster Youth Low Income	6th-12th	\$40,676.79	
4	1.3.h	Math Formative Assessment and Intervention System	Yes	LEA-wide	English Learners Foster Youth Low Income		\$22,225.00	
5	1.4.a	Freshmen Success Coordinators	Yes	Schoolwide	English Learners Foster Youth	9th grade		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
5	1.4.b	Freshmen Success Institute PD	Yes	Schoolwide	English Learners Foster Youth Low Income			
5	1.4.c	Freshmen Success Data Team Stipends	Yes	Schoolwide	English Learners Foster Youth Low Income			
5	1.4.e	9th Grade Connection Materials and Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income			
5	1.4.g	Credit Recovery Program	Yes	Schoolwide	English Learners Foster Youth Low Income			
5	1.4.h	Grade and Credit Recovery	Yes	Schoolwide	English Learners Foster Youth Low Income			
5	1.4.i	CalSOAP	Yes	LEA-wide	English Learners Foster Youth Low Income		\$75,000.00	
5	1.4.j	Academic Counselors			English Learners Foster Youth Low Income	Specific Schools: Live Oak and Sobrato High School 9th-12th		
5	1.4.l	High School College and Career Exploration	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Live Oak and Sobrato 10th	\$8,500.00	
5	1.4.m	National Equity Project BELE Network	Yes	Schoolwide	English Learners Foster Youth Low Income	Comprehensive Middle and High Schools		
5	1.4.n	AP Capstone Diploma Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Ann Sobrato High School; Live Oak High School 9-12	\$12,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
6	2.0.a	Family and Community Engagement Director	Yes	LEA-wide	English Learners Foster Youth Low Income		\$221,841.53	
6	2.0.b	Bilingual Community Liaisons	Yes	LEA-wide	English Learners Foster Youth Low Income		\$314,940.89	
6	2.0.c	Family and Community Engagement Development	Yes	LEA-wide	English Learners Foster Youth Low Income		\$40,000.00	
6	2.0.d	Family Center Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income		\$27,000.00	
6	2.0.e	Communication Services-Language Line	Yes	LEA-wide	English Learners Foster Youth Low Income		\$20,000.00	
6	2.0.f	Parent/Guardian Education	Yes	LEA-wide	English Learners Foster Youth Low Income		\$124,940.00	
6	2.0.h	Translation Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	
7	3.0.d	Social Emotional Learning Resources and Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income			
7	3.0.o	South County Youth Task Force Partnership	Yes	LEA-wide	English Learners Foster Youth Low Income		\$45,000.00	
7	3.0.p	CARE Program Resources	Yes	LEA-wide	English Learners Foster Youth Low Income		\$8,600.00	
7	3.0.q	CARE Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income		\$656,716.09	
7	3.0.y	Professional Learning: Pyramid Training Preschool-K	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Preschool- Kindergarten		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.1.b	District Coordinator, Academics & Wellness	Yes	LEA-wide	English Learners Foster Youth Low Income			
3	3.1.c	District Licensed Clinical Social Workers	Yes	LEA-wide	English Learners Foster Youth Low Income			
3	3.1.g	School Linked Services	Yes	Schoolwide	English Learners Foster Youth Low Income			

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$14,005,935.00	\$12,252,520.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.0.a	Tier 1: Curriculum, Rigor, and MTSS Alignment	Yes	\$98,800	98,800
1	1.0.b	Tier 1: National Equity Project Professional Learning Series	Yes	\$55,000	55,000
1	1.0.c	Tier 1: Professional Development	Yes	\$30,000	0
1	1.0.d	Tier I: English Language Development TOSA	Yes	\$112,855	108,318
1	1.0.e	Tier 1: Instructional Coach TOSA	Yes	\$117,129	135,733
1	1.0.f	Tier 1: Visual and Performing Arts (VAPA) and Career Technical Education (CTE) TOSA	Yes	\$126,290	116,749
1	1.0.g	Tier 1: Curriculum, Instruction, Assessment & STEAM TOSA	Yes	\$137,317	129,925
1	1.0.h	Tier 1: Instructional Materials	No	\$407,435	325,472
1	1.0.i	Tier 1: Student Assessments	Yes	\$100,000	99,363
1	1.0.j	Tier 1: VAPA program	Yes	\$20,000	24,185

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.0.k	Tier 1: CTE Program	No	\$833,280	833,280
1	1.0.l	Tier 1: CTE Certifications	No	\$20,000	20,000
1	1.0.m	Tier 1-2: Advanced Placement	Yes	\$32,000	28,000
1	1.0.n	Tier 1-3: Elementary Assistant Principals:	Yes	\$641,014	853,876
1	1.0.o	Tier 1-3: Fund School plans	No Yes	2,363,889	1,031,089
1	1.0.p	Tier 2: Extended Day Program	Yes	\$438,000	438,000
1	1.0.q	Tier 2: Summer School	Yes	205,514	414,483
1	1.0.r	Tier 2: Individual Learning Academy	Yes	\$21,468	275,000
1	1.0.s	Tier 2: Strategic Content	Yes	\$63,225	63,757
1	1.0.t	Tier 2: Learning Acceleration Tutoring	Yes	\$135,495	106,970
1	1.0.u	Tier 2: Learning Acceleration Materials and Supplies	Yes	\$25,000	25,000
1	1.0.v	Tier 2: Migrant support staff	Yes	\$116,297	23,542

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.0.w	Migrant Program Staff	Yes	\$121,698	59,187
1	1.0.x	EL Master Plan	Yes	\$11,000	10,000
1	1.0.y	Tier 2: EL Program Support	Yes	\$219,629	143,474
1	1.0.z	Inventory Control Program	No	\$17,715	17,714
1	1.0.aa	Chromebook Security	No	\$29,575	29,575
1	1.0.bb	Data Monitoring Tools	Yes	\$56,000	67,650
1	1.0.cc	Program Oversight	Yes	\$278,806	245,020
1	1.0.dd	Student Transportation	Yes	\$400,000	332,704
1	1.1.a	Tier 1: Structured Literacy Pilot	Yes	\$24,915	24,915
1	1.1.b	Tier 1: Structured Literacy PD	Yes	\$40,000	40,000
1	1.1.c	Tier 1: Differentiated Literacy	Yes	\$137,000	137,000
1	1.1.d	Tier 2: Reading Specialists	Yes	\$1,578,986	1,627,551

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1.e	Tier 2: Intervention Specialists	Yes	\$260,000	225,312
1	1.1.f	Tier 2: Bilingual Paraprofessionals		\$130,000	71,410
1	1.1.g	Tier 2: Paraprofessionals	Yes	\$130,000	133,129
1	1.1.h	Tier 2: Specialist Stipend	Yes	\$6,450	6,592
1	1.1.i	Tier 2: Reading Programs	Yes	\$88,416	88,630
1	1.1.j	Tier 3: Reading Programs	Yes	\$5,000	3,317
1	1.1.k	Reading Skills Assessment	Yes	\$16,000	37,165
1	1.1.l	Tier 2-3: Reading Accommodation	Yes	\$8,640	4,000
1	1.2.a	Tier 2: Elementary Math TOSA	Yes	\$130,750	130,750
1	1.2.b	Tier 1: Elementary Math PD	Yes	\$25,000	61,138
1	1.2.c	Tier 1: Differentiated Math Practice	Yes	\$1,500	1,500
1	1.2.d	SVMI Membership	Yes	\$6,300	6,300
1	1.2.e	Elementary Math PD	Yes	\$73,600	6,138

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.3.a	Tier 2: Middle School Transition Math TOSA	Yes	\$130,750	130,750
1	1.3.b	Tier 2: Middle School Inclusion TOSA	Yes	\$130,750	130,750
1	1.3.c	Tier 2: Reclassification	Yes	\$28,711	28,567
1	1.3.d	Equity Staffing	Yes	\$752,887	815,535
1	1.4.a	Tier 1: Freshmen-On-Track for Success Specialists (2)	Yes	\$143,553	157,505
1	1.4.b	Tier 1: Freshmen-On-Track Institute PD Registration	Yes	\$14,400	14,400
1	1.4.c	Tier 1: Freshmen-On-Track Institute Professional Development	Yes	\$4,320	4,320
1	1.4.d	Tier 1: 9th Grade Connection Summer Program Stipends (Teacher)	Yes	\$56,320	46,361
1	1.4.e	9th Grade Connection Materials and Supplies	Yes	\$13,000	8,200
1	1.4.f	Tier 1-2: 9th Grade Success Data Team Stipend	Yes	\$26,190	25,043
1	1.4.g	Tier 2: Credit Recovery Program	Yes	\$27,600	27,579
1	1.4.h	Tier 2: Independent Study Stipends	No	\$7,971	7,971
1	1.4.i	Tier 1-2: CalSOAP	Yes	\$70,000	15,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.0.a	Family and Community Engagement in Education Lead	Yes	\$67,514	34,903
2	2.0.b	Bilingual Community Liaisons	Yes	\$288,198	237,713
2	2.0.c	CARE Team	Yes	\$5,328	5,368
2	2.0.d	English Language Advisory Council (ELAC) and Migrant Parent/Guardian Advisory Council (MPAC)	Yes	\$5,000	20
2	2.0.e	Family Engagement Plan	Yes	\$9,000	0
2	2.0.f	Parent/Guardian Education	Yes	\$44,940	25,450
2	2.0.g	Professional Development	Yes	\$16,000	9,877
2	2.0.h	Written Translations	Yes	\$18,000	18,000
2	2.0.i	Communication: Video Conferencing	Yes	\$14,400	22,800
3	3.0.a	Tier 1: Professional Development Administrators	Yes	\$16,320	15,580
3	3.0.b	Assessment: Climate Surveys	Yes	\$4,300	0
3	3.0.c	Tier 1: PBIS/School Culture intervention and supports	No	\$20,000	16,932
3	3.0.d	Tier 1: Social emotional learning events	No	\$18,000	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.0.e	Tier 1: Project Cornerstone	Yes	\$10,000	10,000
3	3.0.f	Tier 1: Sports for Learning	Yes	\$25,000	0
3	3.0.g	Tier 1-2: SEL Curriculum	No	\$54,000	54,000
3	3.0.h	Tier 1: Erin's Law Curriculum	No	\$18,500	18,500
3	3.0.i	Tier 1: College and Career Plan	Yes	\$6,039	6,592
3	3.0.j	Tier 1: Naviance	Yes	\$56,863	64,113
3	3.0.k	Tier 2: Independent Study	Yes	\$8,200	7,053
3	3.0.l	Tier 2: Contracts	Yes	\$13,455	11,652
3	3.0.m	Tier 2: Secondary AVID Program	Yes	\$65,127	2,707
3	3.0.n	Tier 2: TUPE	No	\$23,300	23,300
3	3.0.o	Tier 1-3: South County Youth Task Force	Yes	\$45,000	5,000
3	3.0.p	Tier 2-3: CARE Program	Yes	\$8,600	6,500

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.0.q	Tier 2-3: CARE Staffing	Yes	\$663,987	556,226
3	3.0.r	Tier 1-3: Foster/Homeless Support	Yes	\$10,000	0
3	3.0.s	Tier 3: Advent Program	Yes	\$147,674	136,661
3	3.0.t	Tier 3: Alternative Placements	No	\$115,000	150,000
3	3.0.u	Tier 1-2: Professional Learning: Social Emotional Learning	No	\$14,000	0
3	3.0.v	Tier 3: Professional Learning: Suicide Prevention	No	\$5,500	4,212
3	3.0.w	Tier 3: Professional Learning: TCI	No	\$86,315	12,195
3	3.0.x	School Culture	Yes	\$14,000	26,370
3	3.1.a	Wellness Centers (4)	Yes	\$150,000	72,485
3	3.1.b	District Coordinator, Academics & Wellness	Yes	\$145,070	151,048
3	3.1.c	District Licensed Clinical Social Worker, Wellness Center	Yes	\$184,436	166,935
3	3.1.d	Cultivating a Safe and Brave Space Professional Development Substitutes	Yes	\$20,000	0
3	3.1.e	Cultivating a Safe and Brave Space Facilitator Stipends	Yes	\$18,720	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1.f	Cultivating a Safe and Brave Space Materials and Supplies	Yes	\$600	600
3	3.1.g	School Linked Services	Yes	\$102,174	102,174
3	3.1.h	School Resource Officer	No	\$163,935	148,860

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
6,300,671	\$10,984,030.00	\$7,493,097.00	\$3,490,933.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.0.a	Tier 1: Curriculum, Rigor, and MTSS Alignment	Yes	\$98,800	98800		
1	1.0.b	Tier 1: National Equity Project Professional Learning Series	Yes	\$55,000	0		
1	1.0.c	Tier 1: Professional Development	Yes	\$30,000	0		
1	1.0.d	Tier I: English Language Development TOSA	Yes	\$112,855	108318		
1	1.0.e	Tier 1: Instructional Coach TOSA	Yes	\$117,129	135733		
1	1.0.f	Tier 1: Visual and Performing Arts (VAPA) and Career Technical Education (CTE) TOSA	Yes	\$126,290	116749		
1	1.0.g	Tier 1: Curriculum, Instruction, Assessment & STEAM TOSA	Yes	\$137,317	129925		
1	1.0.i	Tier 1: Student Assessments	Yes	\$100,000	99363		
1	1.0.j	Tier 1: VAPA program	Yes	\$20,000	24185		
1	1.0.m	Tier 1-2: Advanced Placement	Yes	\$32,000	28000		
1	1.0.n	Tier 1-3: Elementary Assistant Principals:	Yes	\$641,014	0		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.0.o	Tier 1-3: Fund School plans	Yes	\$1,257,050	1031089		
1	1.0.p	Tier 2: Extended Day Program	Yes	\$438,000	0		
1	1.0.q	Tier 2: Summer School	Yes	\$205,514	0		
1	1.0.r	Tier 2: Individual Learning Academy	Yes	\$21,438	275000		
1	1.0.s	Tier 2: Strategic Content	Yes	\$63,225	63757		
1	1.0.t	Tier 2: Learning Acceleration Tutoring	Yes	\$135,495	0		
1	1.0.u	Tier 2: Learning Acceleration Materials and Supplies	Yes	\$25,000	25000		
1	1.0.v	Tier 2: Migrant support staff	Yes	\$116,297	0		
1	1.0.w	Migrant Program Staff	Yes	\$121,698	0		
1	1.0.x	EL Master Plan	Yes	\$11,000	0		
1	1.0.y	Tier 2: EL Program Support	Yes	\$219,119	0		
1	1.0.bb	Data Monitoring Tools	Yes	\$56,000	0		
1	1.0.cc	Program Oversight	Yes	\$278,806	245020		
1	1.0.dd	Student Transportation	Yes	\$400,000	332704		
1	1.1.a	Tier 1: Structured Literacy Pilot	Yes	\$24,915	24915		
1	1.1.b	Tier 1: Structured Literacy PD	Yes	\$40,000	0		
1	1.1.c	Tier 1: Differentiated Literacy	Yes	\$137,000	137000		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1.d	Tier 2: Reading Specialists	Yes	\$1,578,986	1627551		
1	1.1.e	Tier 2: Intervention Specialists	Yes	\$260,000	225312		
1	1.1.g	Tier 2: Paraprofessionals	Yes	\$130,000	71410		
1	1.1.h	Tier 2: Specialist Stipend	Yes	\$6,450	6592		
1	1.1.i	Tier 2: Reading Programs	Yes	\$88,416	88630		
1	1.1.j	Tier 3: Reading Programs	Yes	\$5,000	3317		
1	1.1.k	Reading Skills Assessment	Yes	\$16,000	37165		
1	1.1.l	Tier 2-3: Reading Accommodation	Yes	\$8,640	4000		
1	1.2.a	Tier 2: Elementary Math TOSA	Yes	\$130,750	130750		
1	1.2.b	Tier 1: Elementary Math PD	Yes	\$25,000	61138		
1	1.2.c	Tier 1: Differentiated Math Practice	Yes	\$1,500	1500		
1	1.2.d	SVMI Membership	Yes	\$6,300	6300		
1	1.2.e	Elementary Math PD	Yes	\$73,600	6138		
1	1.3.a	Tier 2: Middle School Transition Math TOSA	Yes	\$130,750	130750		
1	1.3.b	Tier 2: Middle School Inclusion TOSA	Yes	\$130,750	130750		
1	1.3.c	Tier 2: Reclassification	Yes	\$28,711	0		
1	1.3.d	Equity Staffing	Yes	\$752,887	815535		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4.a	Tier 1: Freshmen-On-Track for Success Specialists (2)	Yes	\$143,553	0		
1	1.4.b	Tier 1: Freshmen-On-Track Institute PD Registration	Yes	\$14,400	0		
1	1.4.c	Tier 1: Freshmen-On-Track Institute Professional Development	Yes	\$4,320	0		
1	1.4.d	Tier 1: 9th Grade Connection Summer Program Stipends (Teacher)	Yes	\$56,320	0		
1	1.4.e	9th Grade Connection Materials and Supplies	Yes	\$13,000	0		
1	1.4.f	Tier 1-2: 9th Grade Success Data Team Stipend	Yes	\$26,190	0		
1	1.4.g	Tier 2: Credit Recovery Program	Yes	\$27,600	0		
1	1.4.i	Tier 1-2: CalSOAP	Yes	\$70,000	0		
2	2.0.a	Family and Community Engagement in Education Lead	Yes	\$67,514	0		
2	2.0.b	Bilingual Community Liaisons	Yes	\$288,198	237713		
2	2.0.c	CARE Team	Yes	\$5,328	5268		
2	2.0.d	English Language Advisory Council (ELAC) and Migrant Parent/Guardian Advisory Council (MPAC)	Yes	\$5,000	20		
2	2.0.e	Family Engagement Plan	Yes	\$9,000	0		
2	2.0.f	Parent/Guardian Education	Yes	\$44,940	25450		
2	2.0.g	Professional Development	Yes	\$16,000	0		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.0.h	Written Translations	Yes	\$18,000	18000		
2	2.0.i	Communication: Video Conferencing	Yes	\$14,400	22800		
3	3.0.a	Tier 1: Professional Development Administrators	Yes	\$16,320	15580		
3	3.0.b	Assessment: Climate Surveys	Yes	\$4,300	0		
3	3.0.e	Tier 1: Project Cornerstone	Yes	\$10,000	10000		
3	3.0.f	Tier 1: Sports for Learning	Yes	\$25,000	0		
3	3.0.i	Tier 1: College and Career Plan	Yes	\$6,039	6592		
3	3.0.j	Tier 1: Naviance	Yes	\$56,863	64113		
3	3.0.k	Tier 2: Independent Study	Yes	\$8,200	7053		
3	3.0.l	Tier 2: Contracts	Yes	\$13,455	0		
3	3.0.m	Tier 2: Secondary AVID Program	Yes	\$65,127	2707		
3	3.0.o	Tier 1-3: South County Youth Task Force	Yes	\$45,000	5000		
3	3.0.p	Tier 2-3: CARE Program	Yes	\$8,600	6500		
3	3.0.q	Tier 2-3: CARE Staffing	Yes	\$663,987	556226		
3	3.0.r	Tier 1-3: Foster/Homeless Support	Yes	\$10,000	0		
3	3.0.s	Tier 3: Advent Program	Yes	\$147,674	136631		
3	3.0.x	School Culture	Yes	\$14,000	0		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.1.a	Wellness Centers (4)	Yes	\$200,000	0		
3	3.1.b	District Coordinator, Academics & Wellness	Yes	\$145,070	151048		
3	3.1.c	District Licensed Clinical Social Worker, Wellness Center	Yes	\$184,436	0		
3	3.1.d	Cultivating a Safe and Brave Space Professional Development Substitutes	Yes	\$20,000	0		
3	3.1.e	Cultivating a Safe and Brave Space Facilitator Stipends	Yes	\$18,720	0		
3	3.1.f	Cultivating a Safe and Brave Space Materials and Supplies	Yes	\$600	0		
3	3.1.g	School Linked Services	Yes	\$102,174	0		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
7,255,4935	6,300,671	0	8.68%	\$7,493,097.00	0.00%	10.33%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

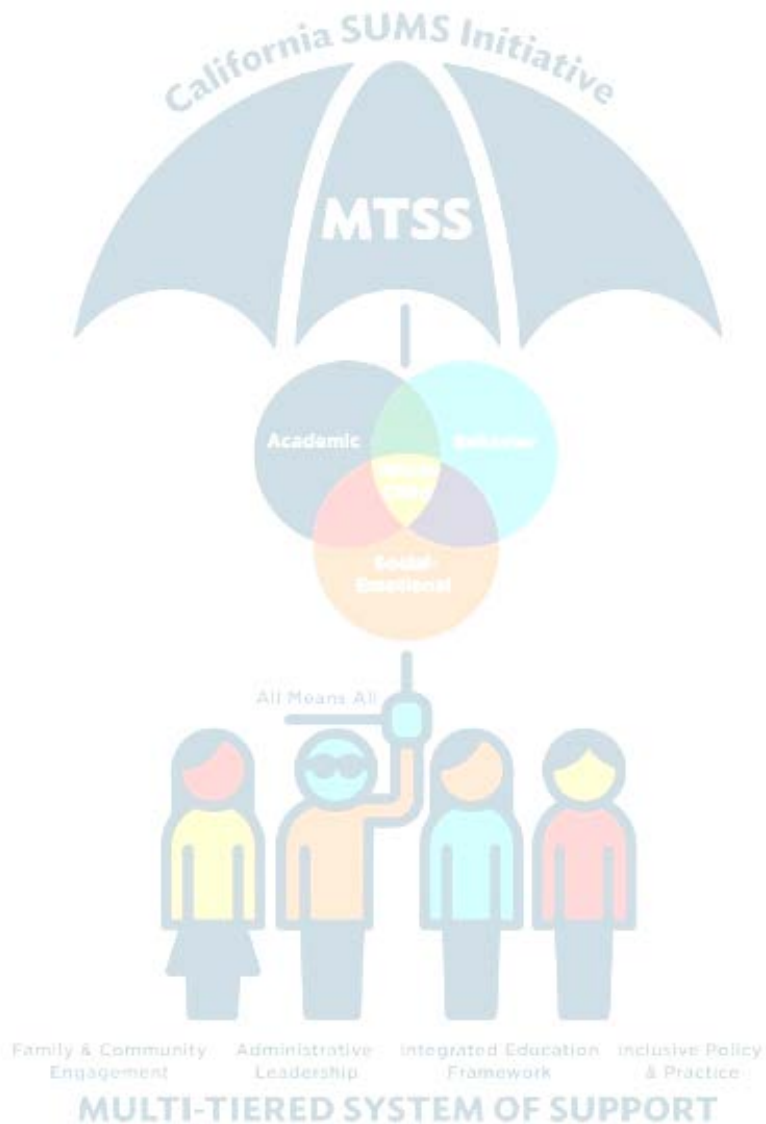
The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

Guide to Understanding California MTSS





California's Scaling-Up Multi-Tiered System of Support (CA SUMS) is funded through Assembly Bill 104, Chapter 13, Statutes of 2015, and Senate Bill 828, Chapter 29, Statutes 2016, for Developing, Aligning, and Improving Systems of Academic and Behavioral Supports (ISABS). The purpose of the funding is to encourage LEAs to establish and align school-wide, data-driven systems of academic and behavioral supports to more effectively meet the needs of California's diverse learners in the most inclusive environment. The SUMS initiative enables the Orange County Department of Education to develop and disseminate statewide resources and technical assistance for this purpose.

Developing, aligning, and improving systems of academic, behavioral, and social-emotional learning support.

Vision

California's vast and complex PreK-12 educational system requires a multi-faceted approach that is scalable and sustainable. The national transition from the No Child Left Behind legislation to the Every Student Succeeds Act (ESSA) provides the context for weaving together multiple resources and supports to enhance student learning into a comprehensive Multi-Tiered System of Support (MTSS) framework to improve student outcomes based on the California Way. This unification effort addresses barriers to learning and engages students by creating a culture of collaboration among marginalized and fragmented support systems. The road to every child succeeding involves a statewide transformation that:

- 1) enhances equitable access to opportunity
- 2) develops the whole child
- 3) closes the achievement gap for all students

Mission

California's Multi-Tiered System of Support (CA MTSS) Framework promotes the maxim "All Means All" which ensures LEAs and schools successfully implement efforts to meet the needs of each and every student allowing all students to participate in the general education curriculum, instruction and activities of their grade level peers. The Local Control Funding Formula (LCFF) and Local Control Accountability Plan (LCAP), aligned to California's Eight State Priorities, provide the infrastructure for building a statewide system of support--California's Multi-Tiered System of Support Framework is the driver for implementation.

Multi-Tiered System of Support

An integrated, comprehensive framework that focuses on instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. -CDE, 2017



California County Superintendents
Educational Services Association

Implementation Science

The study of factors that influence the full and effective use of innovations in practice. The factors are identified or developed and demonstrated in practice, to "influence the full and effective use of innovations." Each factor and the factors in combination are subject to continued study along a continuum of improvement. -NIRN, 2015

Improvement Science

Explicitly designed to accelerate learning-by-doing. As the improvement process advances, previously invisible problems often emerge and improvement activities may need to tack in new directions. The overall goal is to develop the necessary know-how for a reform idea ultimately to spread faster and more effectively. It is an iterative process often extending over considerable periods of time. -Carnegie Foundation, 2017



Continuous Improvement



LCAP and MTSS Alignment



Conditions of Learning

Engagement

Pupil Outcomes

Local Control Accountability Plan

The LCAP is a critical part of the new Local Control Funding Formula (LCFF). Each school district must engage parents, educators, employees and the community to establish these plans.

Students are provided with safe and properly maintained schools. Teachers are fully credentialed to teach their subject area and students are provided with a broad course of study that help them develop critical thinking skills and prepare them to be civically engaged and college and career ready.

Students are provided with motivating programs, coursework and opportunities where they feel respected, included socially and emotionally and cared for both in and out of the classroom. Families, schools and communities work closely together to build a strong framework for student achievement.

Student achievement means improving outcomes for all students to ensure student success.



Multi-Tiered System of Support

An integrated, comprehensive framework that focuses on instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

All students regardless of age, race, zip code, language, physical challenge, intellectual ability, capacity, or competency are provided with the most inclusive learning environment.

Families and community members are partners where they have options for meaningful involvement in students' education and in the life of the school and the school responds to family interests and involvement in a culturally responsive manner.

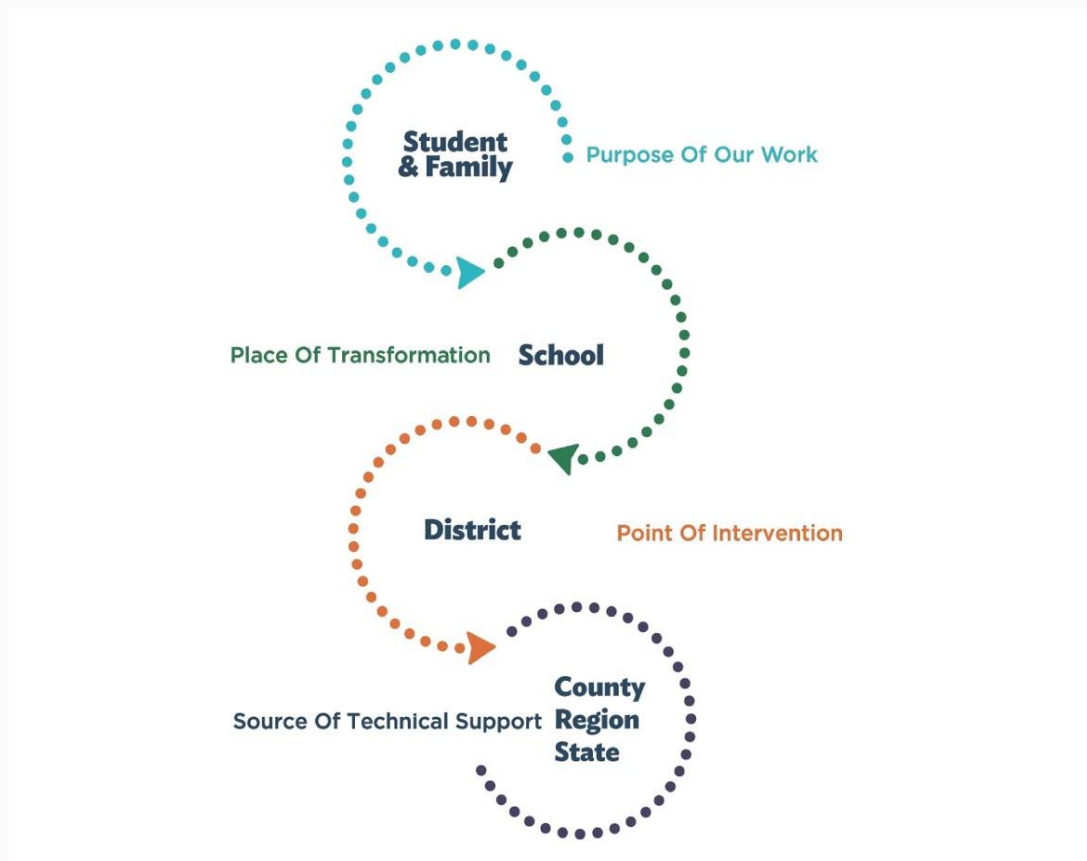
All students are provided with a continuum of services that address their academic, behavioral, social-emotional, health and well-being needs.

LCAP
MTSS

Whole System Engagement

The CA MTSS Framework supports whole system engagement, involving multiple levels of involvement, in order to implement the changes required to support students in the most inclusive environment over a sustained period through the following structure:

- **Students and Family:** One coherent system of support begins with students and families. They are the **purpose of our work**.
- **School Site:** Schools have the most direct influence on students and they are the place where **transformation** occurs.
- **LEA/District:** The LEA/District is the **point of intervention** that enables sustainable school-wide transformation for improved student outcomes.
- **County, Region and State:** Sustaining the CA MTSS Framework requires technical support and professional growth which can be provided by county, regional, state agencies of education and other partners.



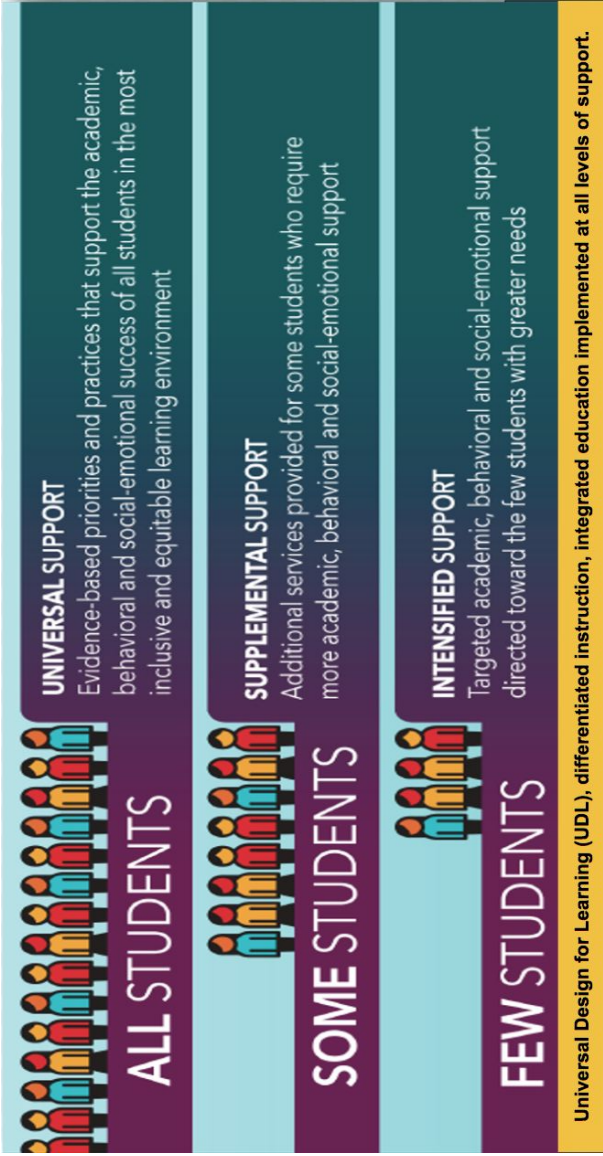
California's Multi-Tiered System of Support (CA MTSS) Framework

The CA MTSS Framework provides the structure needed to achieve an inclusive, equitable, and positive learning environment for each and every child. The CA MTSS Framework braids numerous state, regional, county, district, school, family and community resources to provide districts and schools the supports they need to address each and every student's academic, behavioral and social-emotional learning through a continuum of support that is universally designed and differentiated to meet the needs of the whole child. Inclusive Academic Instruction supported by California's State Standards and Frameworks and Response to Instruction and Intervention (RtI2), Inclusive Behavior Instruction such as Positive Behavioral Intervention and Supports (PBIS) and Restorative Practices, and Inclusive Social Emotional Learning (SEL) guided by our CA SEL principles, are integrated together to create the core pillars of the CA MTSS Framework. LEAs who implement the framework will ensure culturally responsive schools that increase attendance, prevent dropouts, lower disciplinary rates, improve school climates and boost academic performance for all students.

Built into the CA MTSS Framework is a continuum of support that emphasizes universal support must be provided for all students, recognizing that some students may need supplemental support at times, and a few students may require more intensified support sometimes to be successful. Recognizing that the CA MTSS is a complex, multi-component systems-change agenda, it is necessary to introduce a set of evidence-based supports to enhance the required cultural transformation within LEAs/Districts and schools. Collectively these domains of support constitute a "scaffold" within which progress can be observed on the installation and implementation of CA MTSS. These domains of evidence-based practices include: integrated educational support, family and community engagement, strong leadership, and inclusive policies and practices.



CA MTSS Continuum of Support



Universal Support ALL Students	Supplemental Support Some Students	Intensified Support Few Students
Teams School Level Grade/Department Levels Teaching Teams Data Universal Screeners Outcome Measures Fidelity Data Evidence-based Practice Curriculum Instruction Continuous Improvement Process School and Grade Levels Strengths-based	Expanded Grade & Teaching Teams Specialists Parents & Students Data Decision Rules Daily Monitoring Frequent Progress Monitoring Intervention Fidelity Data Interventions Based on Identified Needs Frequency, Duration, & Timeline Matched to Need Intended to be Flexible Continuous Improvement Process Group Individual Levels Strengths-based	Expanded Grade & Teaching Teams Specialists Parents & Students Data Decision Rules Daily Monitoring Frequent Progress Monitoring Intervention Fidelity Data Interventions Based on Identified Need Frequency, Duration, & Timeline Matched to Need Intended to be Flexible Continuous Improvement Process Individual Level Strengths-based

Adapted from SWIFT Education Center



Multi-Tiered System of Support

Inclusive Academic Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal academic supports
- Provide supplemental interventions and supports
- Provide intensified interventions and supports
- Develop guideline to implement curriculum with universal design for learning (UDL)

Inclusive Behavior Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal behavior supports
- Provide supplemental interventions and supports
- Provide intensified interventions and supports
- Provide comprehensive behavior supports

Inclusive Social-Emotional Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal social-emotional supports
- Provide supplemental interventions and supports
- Provide comprehensive social-emotional development supports

All Means All



Administrative Leadership

Strong & Engaged Site Leadership

- Lead development of a vision
- Attend instructional meetings and classes
- Create a leadership team
- Create opportunities to contribute
- Use data to guide decisions

Strong Educator Support System

- Provide access to instructional coaching
- Seek input from teachers
- Make learning opportunities available to all
- Use data
- Conduct strengths-based evaluations



Integrated Educational Framework

Fully Integrated Organizational Structure

- Identify who has access
- Use non-categorical language and practices
- Use collaborative instruction among peers
- Use paraeducators to support inclusive education

Strong & Positive School Culture

- Foster collaborative relationships
- Create a shared vision
- Identify ways for all staff to contribute
- Ensure all students have access to extra-curricular activities
- Demonstrate culturally responsive practices



Family & Community Engagement

Trusting Family Partnerships

- Engage with students and families
- Obtain input and feedback
- Provide engagement opportunities
- Facilitate home-school communication
- Provide information

Trusting Community Partnerships

- Engage with the community
- Identify mutual interests and goals
- Ensure reciprocity
- Maintain an open door policy
- Invite community members to serve



Inclusive Policy Structure & Practice

Strong LEA / School Relationship

- Develop a district-based team
- Attend school-level meetings
- Provide district-level professional learning
- Identify and remove barriers
- Regularly communicate outcomes

LEA Policy Framework

- Link multiple initiatives
- Review data
- Review and revise policy
- Select research-based practices
- Expand practices into other schools and Districts

Structural Components of MTSS

Multi-Tiered System of Support

A continuum of research-based, system-wide practices of data-based decision making used to meet the academic, behavior, and social-emotional needs of all students.

Dispositions (Beliefs)	Knowledge	Skills
<p>The school community is committed to the belief that all students should be educated in the most inclusive learning environment regardless of eligibility of special education or other student support services.</p> <p>The school community is committed to collaboration opportunities between stakeholders to monitor the needs of the whole child.</p> <p>School staff are committed to continuous improvement by utilizing a School Leadership Team that includes:</p> <ul style="list-style-type: none"> • administrators • teachers • para-professionals • specialized personnel • parents. 	<p>The school community understands that all students need a continuum of supports (universal, supplemental, intensified) to meet the needs of the whole child (academic, behavior, and social-emotional). These supports:</p> <ul style="list-style-type: none"> • utilize data to inform decisions • have clearly defined decision rules for access and exit • are delivered by skilled and trained personnel. <p>The school community understands in order for all students to succeed in the most inclusive learning environment, it is necessary to provide temporary supplemental and/or intensified supports, when needed, in order to access universal instruction.</p> <p>School staff understand that inclusive academic, behavior, and social-emotional instruction must be universally designed and function together to meet the needs of the whole child.</p> <p>The school community understands that in order for a Multi-Tiered System of Support to thrive, the system must be supported by:</p> <ul style="list-style-type: none"> • integrated educational support • family and community engagement • administrative leadership • inclusive policies and practices. 	<p>School staff utilize teams and designated planning opportunities that support and monitor Universal Design for Learning (UDL), differentiated instruction, Culturally Responsive Teaching (CRT), and flexible grouping.</p> <p>School staff utilize comprehensive and well-functioning data systems to inform decisions regarding student needs and ensures implementation effectiveness that includes:</p> <ul style="list-style-type: none"> • a valid and reliable evidence base • universal screeners • diagnostic assessments/tools • progress monitoring data to check student improvement • student outcome data (e.g. office discipline referrals, academic assessments, attendance, school climate surveys) • implementation data (e.g. classroom walk-throughs, instructional rounds, FIA) • capacity data (e.g. classroom walk-throughs, instructional rounds, FIA) • aggregate data analysis (e.g. classroom, grade level, student groups). <p>School staff utilize effective collaboration practices include, but are not limited to:</p> <ul style="list-style-type: none"> • co-teaching • co-planning • analyzing data (e.g. screeners, diagnostic, progress monitoring).

Essential Components for a Multi-Tiered System of Support to Thrive

Integrated Educational Supports

Equity emerges when an educational system includes all students, personnel, and stakeholders within a positive culture and ensures full access for all students to participate in all school-related activities.

Dispositions (Beliefs)	Knowledge	Skills
<p>The school community serves all students in the neighborhood, so that no student is intentionally placed/sent to another school/setting due to the school's lack of capacity to serve them (except extreme cases such as physical safety/psychiatric concerns or due to family preference).</p> <p>The school community is committed to a fully integrated organizational structure that utilizes state guidelines, principles, and recommendations, including but not limited to:</p> <ul style="list-style-type: none"> • State Standards • Curriculum Frameworks • Dyslexia Guidelines • Social-Emotional Guiding Principles • English Learner Roadmap • Improving Performance of Students with Disabilities Handbook • Inclusive Behavior Instruction. <p>The school community is committed to not categorizing students and ensuring that culturally responsive practices are utilized to educate all students.</p>	<p>The school community understands the benefits of having all students' primary placement be in the grade level of their peers.</p> <p>School staff understand how extracurricular activities, both inside and outside the school day, maximize academic, behavior, and social-emotional success for all students.</p>	<p>School staff utilize Culturally Responsive Teaching (e.g., instructional strategies, assessment, etc.) to meet student needs associated with various cultural backgrounds.</p> <p>School staff, regardless of their title, support all students.</p> <p>School staff utilize non-categorical language (e.g., building signage, personnel titles, etc.) to promote inclusivity.</p> <p>School staff monitors and reviews non-categorical service delivery practices.</p> <p>The School Leadership Team evaluates and monitors that all students have access to a fully integrated educational framework.</p>

Essential Components for a Multi-Tiered System of Support to Thrive

Family and Community Engagement/Partnerships

When families, community members, and schools form partnerships in which each benefits from and supports the others, the local culture supports and sustains equity within the school's MTSS.

Dispositions (Beliefs)	Knowledge	Skills
<p>The school community is committed to providing families with opportunities/resources to participate in the decision-making of their child's education by building positive partnerships with their students' families.</p> <p>The school community is committed to collaborating with a variety of community partners to match resources and services in the community with identified school needs.</p> <p>The school community is committed to providing equitable access to various resources that benefit the surrounding community.</p>	<p>The school community understands the key components of effective two-way communication and collaboration protocols that are inclusive of family perception, input and participation resulting in continuous improvement.</p> <p>The school community understands that family leaders play a pivotal role in school-based decision making by serving on committees.</p> <p>The school community understands the importance of evaluating the quality of community partnerships in order to ensure that school needs are being met.</p> <p>The school community understands the importance of training volunteers, providing a volunteer handbook and having a clear procedure available for community members to serve as volunteers.</p> <p>The school community understands the importance of offering school resources (e.g., space, technology) for community use and having a clear procedure available for community members to request the use of school resources.</p>	<p>School staff gather input from the community and incorporate feedback for school-based decision-making.</p> <p>School staff recruit families for various committees in order to create equitable opportunities for school-based decision-making.</p> <p>School staff provide information to families about:</p> <ul style="list-style-type: none"> • School-level systems and practices regarding academic and behavioral instruction and supports • Student progress data • Results of surveys • Committee or team meeting decisions on which families participate as members. <p>School staff identify and build relationships with community partners in order to help address identified needs through the provision of necessary resources to school staff, students, and families.</p> <p>School staff evaluate community partnerships regularly.</p>

Essential Components for a Multi-Tiered System of Support to Thrive

Administrative Leadership

Equity-based MTSS thrives with strong and actively engaged administrative leaders who are committed to improving teaching and learning within a system that empowers educators and school personnel.

Dispositions (Beliefs)	Knowledge	Skills
<p>The school community values School Leadership Teams in order to implement and sustain system transformation that continuously improves teaching and learning, including, but not limited to:</p> <ul style="list-style-type: none"> • professional learning • instructional coaching • supportive/constructive personnel evaluations. <p>The School Leadership Team encourages open communication with the entire school community and values their contributions in making core school decisions.</p>	<p>The school community understands the variety of methods available to them in order to provide input to the School Leadership Team that ensures success for all students.</p> <p>School staff understand that personnel evaluations are consistently used by School Leadership Teams to provide supportive feedback that identify strengths and specific opportunities for growth for continuous improvement.</p> <p>The school community understands the importance of school staff receiving ongoing professional growth opportunities, based on data and community input, that is grounded in valid and effective research, including but not limited to:</p> <ul style="list-style-type: none"> • teaching demonstration • timely support and feedback • professional learning. 	<p>The school leadership team evaluates and monitors school governance decisions and personnel evaluations to inform professional growth opportunities to ensure student success.</p> <p>The school community utilizes regular opportunities to exchange ideas to address school issues through team meetings and/or other reciprocal communications.</p> <p>The School Leadership Team delegates authority to others to make decisions related to their primary functions.</p>

Essential Components for a Multi-Tiered System of Support to Thrive

Inclusive Policy Structure & Practice

A supportive, reciprocal partnership between the school and its district or local educational agency is a vital lifeline for long-lasting equity and MTSS.

Dispositions (Beliefs)	Knowledge	Skills
<p>The school community values the LEA/District Leadership Team's vision and mission statement that supports inclusive academic, behavior, and social-emotional learning.</p> <p>The school community values the LEA/District Leadership Team's clear and documented processes and support to remove barriers that impede inclusive policy, structure, and practice.</p>	<p>The school community understands the district's role in linking multiple initiatives and revisions of policies to support the CA MTSS Framework.</p> <p>School staff understand that LEA/District Leadership personnel are supportive partners who contribute to School Leadership Teams by attending meetings on a regular basis.</p> <p>School staff understand that the LEA/District Leadership Team utilizes LEA and site level needs assessment, data, and stakeholder input to provide support for professional growth opportunities for all staff across the LEA/district.</p> <p>School staff understand LEA/District Leadership Teams monitor the implementation of CA MTSS and regularly report outcome and fidelity data to the school board.</p>	<p>School staff utilize two-way communication opportunities to assist the LEA/District Leadership Team in improving supports for CA MTSS.</p>

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www.ocde.us/mtss



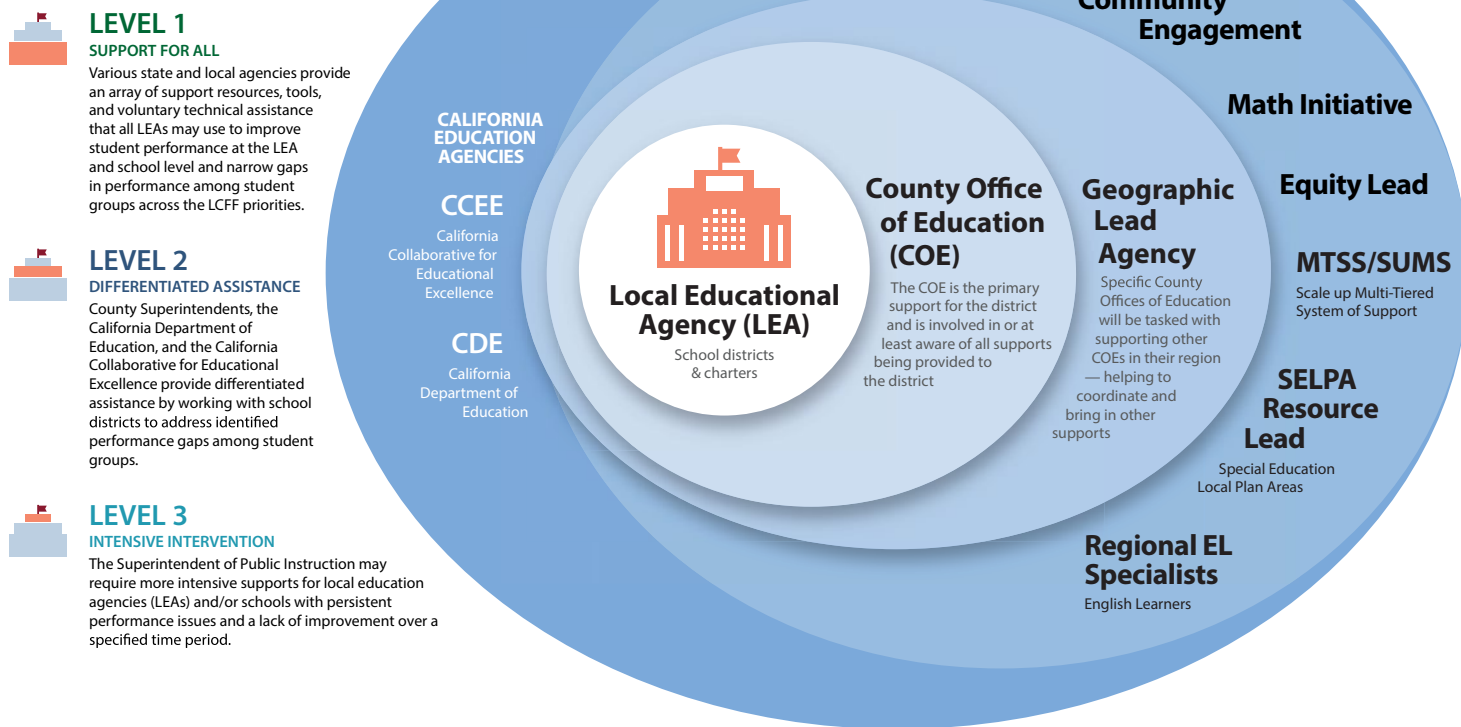
WAYS 2 EQUITY PLAYBOOK



California System of Support

California System of Support

This graphic is intended to show the network of state-funded support providers under the System of Support.



California Equity Performance Improvement Program (CEPIP)

Under the California Statewide System of Support, the *Ways 2 Equity Playbook (W2EPB)* is the work of the California Equity Performance and Improvement Program (CEPIP) of the Inclusion Collaborative at the Santa Clara County Office of Education (SCCOE). The two year, 2.5 million dollar CEPIP grant was authorized in 2018 by Assembly Bill 99 to “support and build capacity within County Offices of Education (COEs), Local Education Agencies (LEAs), and schools to promote equity for disadvantaged student populations in California schools.”

From this funding, the SCCOE Inclusion Collaborative established the California 1: Highway to Success for All (CA1). One of two state Equity Leads, the SCCOE developed the *W2EPB*, which is a guidebook for supporting hands-on equity work at the school, LEA, and COE levels with particular focus on the following three student groups:

- **Students who are African American**
- **Students who are English Learners**
- **Students with Disabilities**

Acknowledgments

Equity is a well-established guiding principle of the Santa Clara County Office of Education. The development and publication of the *Ways 2 Equity Playbook* was made possible with the support, commitment, and vision of Dr. Mary Ann Dewan, Santa Clara County Superintendent of Schools. Thanks to her guidance, this publication was made a top priority.

The *Ways 2 Equity Playbook* was the joint effort of many brilliant and dedicated people, school districts, and organizations. The *W2EPB* was produced by the Inclusion Collaborative of the Santa Clara County Office of Education. Dr. Erica Boas served as the lead author and project manager with writing and thinking generously contributed and supported by Dr. Anna Marie Villalobos, Dr. Angela Birts, Therese Salgado, and Kelly Wylie. They were also essential contributors to the writing, review, and overall efforts that went into the *Playbook*. This work would not have been possible without the wonderful *W2EPB* Review Team: Kathy Wahl, Dr. Gary Waddell, Dr. Demerris Brooks, Abby Almerido, Dr. Yee Wan, Dr. Anisha Munshi, Aurora Hall, Katie Wyatt, Kim Nichol, Dr. Cheri Palladino, Sung Park, Barbara Campbell, Imee Almazan, Najla Gomez Rodriguez, Zykia Armstrong, Geordee Mae Corpuz, and Joyce Highhouse. Rhonda Beasley, Deann Walsh, Adora Fisher, Dr. Elida MacArthur, Dr. Pilar Vazquez-Vialva, Alex Aasen, Dupe Thomas, Itzhecatl De La Cruz, Jaime Koo, Sandra Garcia, George Kleidon, Victoria Sorensen, Dr. Norma Martinez Palmer,

Oscar Ortiz, and Julio Villalobos also contributed ideas and time to this project. Finally, special appreciation is extended to Michael Kanemura who created the cover graphic and formatted the entire *W2EPB* publication.

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The electronic version of the *Ways to Equity Playbook* can be found here: <http://www.inclusioncollaborative.org/cepip.aspx>.

FOREWORD:

Why We Need Equity and Justice in Education

Now that I'm entering the adult world and have a new pair of lenses, I see more of what society really is. Many times, actions taken are only halfway completed—a way of saying, “Well at least we did something.” No one goes to the full extent to provide equality and equity is one of those halfway completed actions. According to Noltemeyer, Mujic, and Mc Loughlin (2012), the primary reason for children to attend schools is that “education serves to stimulate the intellectual, social, and moral development of individuals, which ultimately contributes to the betterment of society.” To fulfill this purpose, the authors explain, “Education should be provided in a manner consistent with the principles of a social justice perspective.”

See, equity is a good idea but when you consider the past, the present, and possibly the future of America we need more than just the idea of equity to ensure that students are receiving equal education. We also need justice because equity is just not enough. Equity focuses on designing opportunities and resources that will “kind of” fix an issue, but the matter begins with the messed up system we have in the first place that doesn't fulfill the purposes of education. Of course, equity tries to fix that by giving us the tools which support our students, but still we aren't changing the real issue. (For a pictorial representation of this concept, see [Tony Ruth's 2019 Equity Series](#).)

We go to school to learn and create a better future for generations to come. We take the information that we're taught so we can inspire and change what we don't like, whether that be in advancing technology, changing laws, improving architecture, or simply treating others with respect. Education has played a powerful role in countless lives especially for students of color. An educated person of color is a powerful individual because if we don't have justice, we can't have equity. An educated generation of students will bring forth the justice that we need.

AUTHOR: ISABELLA RODARTE (CLASS OF 2020 SAN JOSE HIGH SCHOOL, SAN JOSE, CA)



ISABELLA RODARTE

Introduction: Our Challenge, Our Way

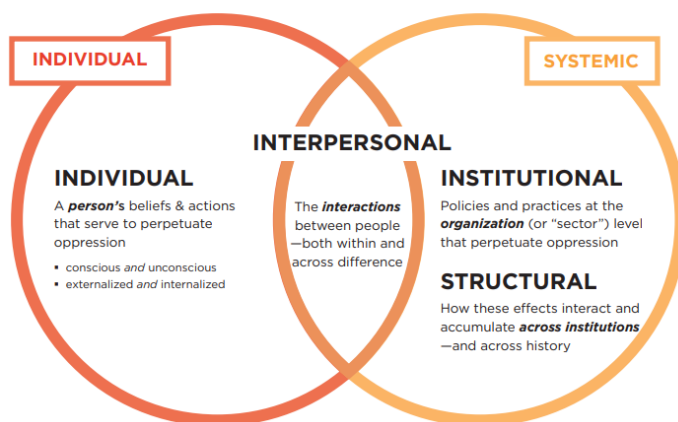
The *Ways 2 Equity Playbook* (W2EPB) is designed to facilitate the overhaul of deeply embedded inequities in our current educational system. The *Playbook* has the potential of changing the dynamic of systemic oppression, thereby advancing the promise of public education. It is in the schools, after all, where some of the most profound struggles for humanity, dignity, and freedom have taken place. For all that, schools have also been a site of exclusion and marginalization (Noguera, 2003). The essential, complex role of schools in society as a whole has never been more clear-cut than in the COVID-19 pandemic, as has the need to address the profound inequities articulated by the Black Lives Matter movement in their fight to eradicate white supremacy. The twin afflictions of systemic racism and COVID-19 (which disproportionately affect people of color and especially Black people) demonstrate the need to move forward through W2EPB as a crucial component of this long overdue overhaul. The “new normal” is a time to envision and act on redressing the inequities baked into the “old normal.”

“Historically, pandemics have forced humans to break with the past and imagine their world anew. This one is no different. It is a portal, a gateway between one world and the next,” writes novelist Arundhati Roy (2020). The COVID-19 pandemic has revealed to us in no uncertain terms how the inequities of our past can be expressed in the present-day world. This portal between worlds gifts us a new clarity, as painful as the truth may be to digest. Now, as we bear witness to the grave, concentrated [effects](#) of a long history of systemic racism, poverty, and xenophobia, we also see a movement rising and expanding as people from all ages and walks of life take to the streets chanting in unison, “BLACK LIVES MATTER!” There is a fresh consciousness in development around systemic racism and the ways in which it breeds violence and suffering. A shared language that is anti-racist and pro-justice is taking root. It is time for schools to focus their greatest efforts on ensuring that this movement also takes flight within public education for African American students, families, and teachers. In the words of Dr. Angela Birts, “When Black students succeed, we all succeed.” (For more, read Dr. Birts’ section on [African American Students](#).)

It is in this moment, however, that we also see those who are poor, [Black](#), [Indigenous](#), [undocumented](#), [incarcerated](#), and [elderly](#) experiencing the greatest rates of death, the worst cases of illness, and the least access to testing and health care. In the case of schools, distance learning has caused the most disruption to those who experience food, housing, economic, health, emotional, and (now) technology insecurity. We hear stories of students who are unable to engage in the online curriculum due to lack of access to the internet and devices. Students with disa-



THE LENS OF SYSTEMIC OPPRESSION



Used with permission from the National Equity Project.

bilities who counted on their schools to provide them with expert teachers, therapy, and assistive technology cannot receive their accommodations. Asian American students are being [bullied and scapegoated](#) for the virus. Young people who live in households with abuse no longer have an escape in schools (Lloyd, 2018). As we stand in this doorway, we see the dreams of high school graduates—hard won for many—put on hold as postsecondary institutions close residence halls through the fall and move indefinitely to distance learning. For young people poised to enter the employment world, [job and pay prospects are grim](#).

These problems are not new. However, the “[trigger event](#)” of the COVID-19 pandemic has clearly revealed the suffering caused by systemic oppression. Today, we find ourselves in a position to develop a new collective mindset, to imagine what our new normal will be, and to bring it to life with creativity and love. In the words of National Equity Project’s Hugh Vasquez, [what if we...don’t return to school as usual](#)? We can start, for example, by making sure that upholding the humanity of students—families and teachers, too—is the single most important thing we do. Remember, for example, that for Black students and families, the Black Lives Matter movement emerged from a place of pain forged with love into a collective mobilization not just to survive, but to **live** and **thrive**. In the words shared by Dupe Thomas, Wellness Outreach for the Santa Clara Unified School District¹:

Black-identified folks—whether we’re “full” or “mixed”, dark-skinned to light-skinned—are feeling some kind of way about what’s happened recently and carry the names

¹ With contribution from Katerina Pogosov, LMFT.

and pictures of past victims on our backs. While some of us don't have a direct connection with those who've been affected by police brutality, I need you all to please understand that many of us don't just see Eric Garner on the ground dying, we see our dad or uncle or brother or cousin. Past losses we've experienced can come roaring back when we see or hear about another person killed. We are hurting and we are on edge. We are hopeful yet enraged by the continued injustices and inequalities that we face everyday. We are unsure of the future, even a trip to the grocery store invokes anxiety. Now the big question. What can you do? Become an ally. Express empathy. Seek to understand. Here are a few ideas though not an all encompassing list.

- Reflect on your position and do what you can, whatever resonates highest for you.
- Speak up and speak out—sign petitions, call lawmakers, call out racist comments and jokes, ask clarifying questions.
- Educate yourself, speak with coworkers, friends, family and youth who identify as Black, African, African-American, BIPOC (Black Indigenous Person of Color).
- Educate yourself with race related materials from valid sources (such as this [report](#) by the [Black Leadership Kitchen Cabinet](#)).

The *W2EPB* was largely written in the period just prior to the COVID-19 outbreak and the mass uprisings for Black lives. As a result, several of the sections do not directly take up these issues. However, knowing that we are entering into an unprecedented time in schools, we hope that the various parts of the *Playbook* will be thoughtfully engaged and applied to create the very best social, emotional, and academic conditions possible for the students who need them the most.

The Challenge

Equity is *the* public education objective for the 21st century. At all levels of education, we find the word “equity”—we see the term all around us, *hear* it in our daily conversations about students, and *feel* its urgency when we look at data illuminating the vast outcome disparities across student groups. Yet, figuring out how to achieve equity remains a challenge for schools, districts, county offices of education, and the individuals who comprise these organizations. The *Ways 2 Equity Playbook* is designed as a guide to assist these varying levels of the education system in meeting the most important educational challenge we have.

The Way

Finding a way to equity means starting the work by understanding the equity challenges for the most underserved students in the public education system. The CA-1 grant has identified three specific student groups as those with the most to gain from

systemic equity work undertaken at the site, district, and county levels, as illustrated through the data presented throughout the *Playbook*. To this end, a [targeted universalist](#) approach orients our work. Engaging targeted universalism means that we believe that when we focus equity efforts on the student groups who have been most marginalized, *all* students benefit. In California, current student data show that the focal student groups of the CA-1 project, African American students, students with disabilities, and English Learners, are most disadvantaged by an inequitable education system. With respect to these groups, 2018-19 CA Dashboard statistics reflect some of the starkest disparities. For example:

- [Suspension rates](#) for students who are African American were 9.1% as compared to 3.5% for all students.
- [CAASPP](#) scores for students classified as English Learners: 87.4% scored below standard in Math and 87.3% scored below standard in English & Language Arts.
- [Graduation rates](#) for students with disabilities were 67.7%, while students with no reported disabilities graduated at rates almost 20 percentage points higher (86.7%).

These statistics are significant because they allow us to see educational inequity in numeric form. It is also imperative to remember that a statistic is alive with real human experiences.

Prioritizing equity for students historically and currently underserved by the education system is vital if we hope to achieve the best outcomes for *all* students attending California schools. Such an emphasis ultimately strengthens the education system as a whole. Blankstein and Noguera (2014) write, “[T]he highest level of excellence will actually be obtained *through* the pursuit of equity” (p. 5). The word “through” is significant as it emphasizes that it is through process-based experiences that we work toward equity. It is in this spirit that the title *Ways 2 Equity* came into being.

Recognizing that the “road” to equity for any school, district, or county is context-specific, filled with decisions-to-be-made, and varied, the designers of the *Playbook* envisioned versatility as a main feature. The materials in the *W2EPB* are intentionally designed to offer flexibility in a variety of contexts. Simultaneously, it provides the specificity necessary for supporting equity teams to confidently undertake the complex work. The final product is intended to guide individual- and group-reflection as part of a continuous improvement process at the individual, interpersonal, institutional, and systemic levels.

The *Ways 2 Equity Playbook* helps schools and districts to focus, and deepen their equity efforts already in progress. The *Playbook* does this by providing overviews of major equity issues in education across various categories, tools, resources, and reading material to guide specific parts of the work, and reflection questions for individual and group discussion. The *W2EPB* has been developed with an understanding that California school districts are already engaged in equity work to some degree. The [Local Control Accountability Plan](#) (LCAP) is intended to support

Introduction: Our Challenge, Our Way

the thinking and organization of educational efforts that promote equity. The work being done in districts supported through [Differentiated Assistance](#) (Tier 2 under the [California System of Support](#)) is also equity-centered and likely draws on strategies of [continuous improvement](#)² and principles of [improvement science](#), which are drawn upon in the *W2EPB*. In addition, the [Multi-Tiered System of Support](#) (MTSS) framework and focus on team structures aids in the advancement of equity for students. The *W2EPB* helps districts and schools maintain focus on equity as they work toward systems improvement.

Design of the Ways 2 Equity Playbook

Just as equity work in education requires collaboration and shared vision, so has the development of the *W2EPB*. The *W2EPB* Design Team at SCCOE is grateful to the [National Equity Project](#) (NEP), who facilitated four meetings over a four-month period to ensure the integration of [liberatory design](#) principles into the process. Liberatory design regards those who are most affected by a problem as those who should be most involved in decision-making processes around finding solutions to the problem. Over the course of these four months, the SCCOE Design Team, made up of educators and administrators from the Santa Clara County Office of Education and partnering school districts from within the county, went through a process of exploring and establishing a collective definition of equity, prototyping potential equity assessment and action tools for the *W2EPB*, and defining the *W2EPB* Design Principles (see below). All of this work was filtered through a deep engagement with NEP's "[Lens of Systemic Oppression](#)". Ultimately, the final *W2EPB* reflects our design experience, and as a result, the reader will find that the tools offered prioritize these objectives: process over mandate; continuous improvement over broad-reaching goals; collaboration over individual heroism; and "knowledge-holder" over "expert".

To this end, the *W2EPB* Team developed the *Ways 2 Equity Playbook* Ethics of Navigation. In our equity work, we:

1. Humanize data. Numbers represent *real* lives of *real* students, families, and educators.
2. Create opportunities to explore culture, specifically as it relates to [internalized and transferred oppression](#).
3. Center and uplift the knowledge of those "closest to the pain", employing their expertise to address entrenched equity challenges.
4. Debunk "failure", intuiting learning from even the most profound defeat.
5. Understand that process is dynamic, iterative, and ongoing. Develop your process in a manner that reflects the equitable and liberatory experiences and practices you wish to see in our outcomes.

6. Prioritize collaboration and the collective.
7. Critically and explicitly address the political and economic power at play in the education system.
8. Articulate the centrality of [anti-racist](#) and [anti-bias](#) education to equity work.
9. Use language thoughtfully, understanding that words matter because they are powerful.
10. Practice self-awareness, *especially* when the problems feel most urgent.
11. Build on what's working; study and change what's not.
12. Celebrate your successes as you will find your way to many.

These ethics lie at the heart of reimagining and reconstructing relationships, policies, practices, and programs so that they address systemic causes of inequity. As cliché as this phrase has become, our schools need this now more than ever. Recognizing that there is no singular "way" toward equity, the creators of the *W2EPB* offer these ethics as a way to better ensure that equity lies at the heart of work to improve your system. The materials that follow have been developed to support schools, districts, and county offices of education in undertaking equity work.

Resources

- **FSG:** [Getting to Yes: How to generate consensus for targeted universalism](#)
- **Second Step: SEL Resources for Educators**
<https://tinyurl.com/yaydoyhu>
- **Common Sense: Emotional Well-being for 6-12 Students**
<https://wideopenschool.org/programs/educator/6-12/emotional-well-being/>
- **Mental Health during COVID-19 (resources for families)**
<https://docs.google.com/document/d/1tInbrlOfvZ6vhP-SPWVzx2VUfHENoKwM01pSIN-ly8/edit>

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² Continuous improvement is an ongoing effort to improve services or processes within an organization. These efforts, methodically integrated into daily work of individuals, are consistently measured to understand what is working for whom, and under what conditions. In short, continuous improvement means getting better all the time and knowing why.

Defining Equity

To achieve equity, you must define what you mean by equity. In essence, educational equity means that every student can go to school and feel that they belong, are valued, and can succeed. Noguera (2019) explains that the “true” meaning of equity is “acknowledging students’ differences and giving them what they need to be successful. It also means staying focused on outcomes, both academic and developmental”. In other words, to achieve equity, educators and administrators must know the students whom they teach, understand which pedagogies and resources each student needs to thrive, and remain attuned to how quantitative and qualitative data reflect this. This requires focused investigation of the systems in place that are producing the current results. This way, new systems can be established that ensure that each child receives what they need to succeed can be established.

The focus on equitable outcomes rather than equality (sameness) of resources is key to defining “equity”. Making this point visually, the graphic below demonstrates that different students require different resources and support to achieve desired outcomes. As Kimberlé Crenshaw (1998) put it, “Treating different things the same can generate as much inequality as treating the

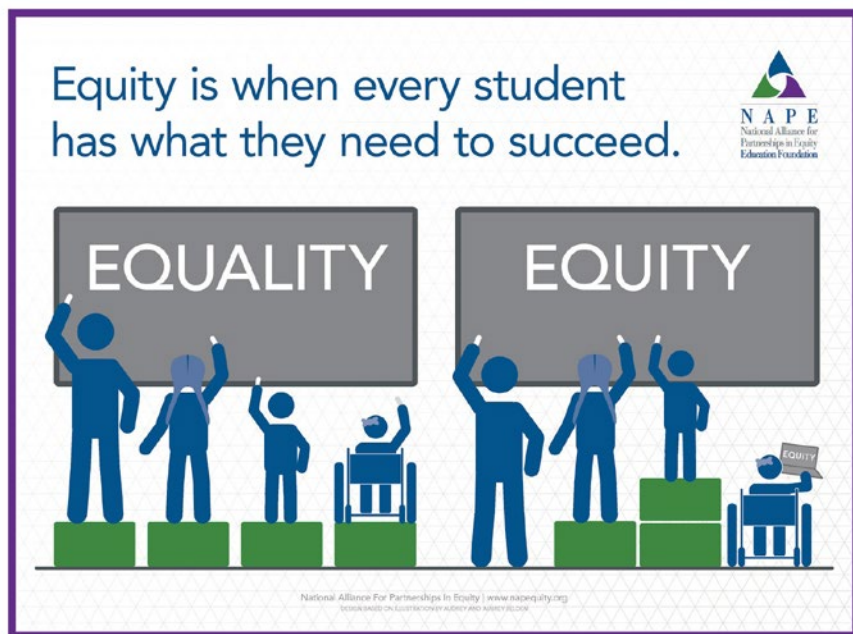
same things differently.” Therefore, if we really want to achieve equity, we must be willing to learn how to provide differently for different students. This, however, can be challenging to put into action.

The main purpose of the *Ways 2 Equity Playbook* is to assist schools, districts, and county offices of education in taking thoughtful action by helping them to find their unique pathways to equity, equity that is, by definition, systemic. Because working toward equity requires ongoing action and continuous improvement, the W2EPB definition of equity centers “ways”, or practices that support its advancement. It is understood that for many, the road taken will quite likely feel like uncharted territory. After all, the infrastructure for equity as an overarching objective for public education has yet to be built into the system—but is both possible and necessary.

With the public education system we have inherited a legacy. Boldly put: the U.S. education system originated as a tool to further privilege the racially and economically advantaged (see Kliever & Fitzgerald, 2001; Rooks, 2020). To a great extent, mental “fitness” was measured through standardized tests norm-referenced to White, educated men, thus advantaging them and

those like them while disadvantaging the “other” (Kendi, 2019; see also the National Education Association’s “[History of Standardized Testing in the United States](#)”). When we analyze data and take honest stock of the outcomes, we see that this pattern persists within the education system. As is shown through the W2EPB, it is undeniable that in comparison to most other student groups, White students continue to receive higher test scores, enroll in and pass more honors and Advanced Placement classes, go to college more, have better teachers, and be suspended less.

There is a hard truth in the data presented throughout this document: For students who are Black, Indigenous, and People of Color (BIPOC)¹, poor, Lesbian, Gay, Bisexual, Trans, Queer/Questioning, Intersex, Asexual, plus other groups (LGBTQIA+)², and/or identified as having disabilities, schools are often institutions which systematically reproduce and maintain their oppression. Consequently, the institution of schooling does not value what these



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¹ BIPOC stands for Black, Indigenous, and People of Color. This term is used “to highlight the unique relationship to whiteness that Indigenous and Black (African Americans) people have, which shapes the experiences of and relationship to white supremacy for all people of color within a U.S. context” ([The BIPOC Project](#)). In effect, the term illuminates the fact that U.S. concepts of race were built on white supremacist notions of blackness and indigeneity.

² LGBTQIA+ stands for Lesbian, Gay, Bisexual, Trans, Queer/Questioning, Intersex, Asexual, plus other groups marginalized due to gender and sexual identities.

Defining Equity (from National Equity Project)

Each student³ receives what they need, when they need it, to thrive social-emotionally and academically.

Working toward equity means that we engage in these practices and behaviors:

- Promoting just and fair inclusion, and creating the conditions in which each person participates, prospers, and reaches their full potential.
- Removing the predictability of success and failure that is currently correlated with a student's ethnicity, culture, race, or socio-economic status.
- Interrupting inequitable practices, examining biases, and creating inclusive school environments for each student and their families.
- Paying attention to the social and historic forces which create and maintain systems in which students are treated differently based on who they are.

students bring to school: their culture (Valenzuela, [1999](#); Perry & Steele, [2004](#)), including their languages (Rosa & Flores, [2017](#)), agency (Paris & Alim, [2017](#)), funds of knowledge (Moll, Amani, Neff, & Gonzalez, [1992](#)), community cultural wealth (Yosso, [2005](#)), and their bodies (Hattery & Smith, [2017](#); Morris, [2016](#)). The core motivation of the *W2EPB* is the strong belief that all students deserve dignity and respect and that they should be valued for their full humanity.

Frequently, however, this is not what happens. Instead, a deficit perspective (or mindset) is used to understand BIPOC students, students with disabilities, and students whose first language is not English. A deficit perspective views students through what they *do not* have, or what they lack, as opposed to seeing them for the assets they possess and bring to school every day. To counter the pervasiveness of this deficit perspective, a commitment to transforming the education system must be cultivated. Paris and Alim ([2017](#)) write, "We believe that equity and access can best be achieved by centering the dynamic practices and selves of students and communities of color in a critical, additive, and expansive vision of schooling" (p. 3). How do we take action toward equity? The objective of the *Ways 2 Equity Playbook* is to offer a response to this question.

Given the profound and heavy nature of the above, those of us who serve students and schools must be tenacious and bold. It should be expected that the work ahead will be challenging. And

while it may be uncomfortable for some, it will be inspiring and uplifting for many. Working toward equity is the best thing we can do for all students, families, and everyone who makes up the life of schools. Accordingly, it is necessary to cultivate opportunities for what Singleton ([2014](#)) calls "courageous conversations", or critical dialogue and reflection. Engagement in such discussions can cultivate essential attitudes of an equity mindset: humility, transparency, courage, and a willingness to learn and change. With emphasis simultaneously placed on work to address implicit biases, great strides can be made to advance equity. From the beginning, the *W2EPB* highlights learning about systemic oppression, activities that address implicit biases, processes which include self-reflection, engagement with equity ideas, and critical dialogue.

Reflection Questions:

1. What is your organization's working definition of equity? Whose voices were included in this definition? Whose voices were not?
2. How has your organization engaged in conversations about the meaning of equity? Who has participated in these conversations? Who has not?
3. What are some reasons educators might be fearful about introducing conversations about racism in their classes? What can school leaders do to alleviate that fear? What can we do as individual educators to alleviate that fear in ourselves?

³ The use of "student" reflects an awareness of the audience for this playbook. It is understood that those using these materials are engaged in the education sphere. However, there are some realms of the education sphere where "student" may not be the most accurate word when referring to those in TK, preschool, early childhood programs, or adult education programs.



Resources

- To further examine different types of educational inequity, such as societal, socioeconomic, familial, cultural, etc.: <https://www.edglossary.org/equity/>
- Equity Literacy Institute offers a free-low-cost self-paced learning module. <https://equity-literacy.thinkific.com/>
- See Glen Singleton's *Courageous Conversations about Race: A field guide for achieving equity in schools* (2005) for a powerful guide for talking about power and privilege related to race so that education systems can then create plans necessary for their transformation.

Tools

- CA-1 Course with Micro-Credential Badge: "Vision One" <https://www.learningdesigned.org/node/975/initiative-resources>
- Use the History of Education Timeline Activity to investigate the history of educational inequity. https://docs.google.com/document/d/1NCN7Qx-GbLewltmmMY_68_leqpsNVlkqgj45CrucNrfU/edit

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How to Use the *Ways 2 Equity Playbook*

As a product of the California Statewide System of Support, the *Ways 2 Equity Playbook* (W2EPB) draws on methods of continuous improvement in its approach to systems-based equity work. This section provides guidance on how to use the W2EPB. Please note that we have assembled a [list of recommended equity audits and assessment resources](#), but the W2EPB is not in itself an equity audit. In addition, the W2EPB was designed as a resource to be used electronically, offering digital-only sections and links to online resources and tools throughout. Please check the electronic version for updates, as we understand the *Playbook* as a “prototype” upon which we will continue to iterate with input and new developments in the field. Please see <http://www.inclusioncollaborative.org/cepip.aspx> for the electronic document that includes additional sections: district case studies and a list of equity assessments and audits.

Organization of the *Ways 2 Equity Playbook*

The W2EPB is organized to guide schools, district, and county offices through their equity work. It has been assembled so that the sections of the *Playbook* move the reader from the more conceptual and theoretical to the more practical. However, just as equity work requires simultaneous engagement with theory AND practice, the *Playbook* sections strive to address both layers of equity work at the same time. The education system cannot advance equity without seeing these as two parts of an integrated whole.



Preparing for Equity Work

1. Thoroughly read the sections in Part I: Ramping Up. (These pages will orient you to the thinking behind the W2EPB and its approach to the process.)
2. Assess where to *start* by using the “[On-ramps to Equity](#)”.
3. Establish your core equity team that is representative of the school community. (Through the process, there will be a need to develop smaller teams to guide specific aspects of the work.)
4. Choose and use [assessment/audit tools](#) to take the equity temperature of your site.
5. Using a planning tool, begin designing your site’s ways to equity. (E.g. Sampson’s “[Digging for Equity](#)”.)

Engaging the Equity Work

Use the “[On-ramps to Equity](#)” to begin your process. As has been stated, undertaking equity work is not a one-size-fits-all process; intentionality and planning are key to achieving successful outcomes. In addition, it is imperative to simultaneously and continuously explore the comingling of implicit bias and systemic oppression in personal reflection and within your educational contexts. Note: The Inclusion Collaborative of the Santa Clara County Office of Education has created an online micro-credential module for teachers to support implementation of the W2EPB in the classroom: [Utilizing the Ways 2 Equity Playbook](#).

Using Protocols to Guide your Equity Work

Throughout the W2EPB, we offer tools and resources to support you in your journey toward equity. Many of these tools come in the form of “protocols”. A protocol is a structured process or set of guidelines that promote meaningful, efficient, and equitable inquiry and communication. Using protocols can help ensure that work is collaborative, equitable, and focused. (Links to protocols are provided throughout the W2EPB. They can be accessed through the electronic version of the *Playbook* at <http://www.inclusioncollaborative.org/cepip.aspx>)

Equity Case Studies

The W2EPB provides examples of districts that have taken up focused equity work and made improvements. These sites were chosen as models because they have taken action on equity challenges and have positively impacted equity in their contexts. It is important to note that the narratives are process-focused to provide a model for other districts that inspires belief that equity *can* be achieved through hard work. Therefore, these stories can be useful for schools and districts that are interested in taking similar action. Specific equity tools and activities used by these sites are referenced and linked within the case studies, providing opportunity to better understand how the tools can be applied in a real context.

On-Ramps: Beginning and Continuing on your Equity Journey

These “on-ramps” should be used to help you identify where you are in your journey, your objectives, and how to proceed. This tool can be used as a self-assessment and inventory of actions, with each component essential to designing and carrying forth your equity work. For example, if you begin in column #2, everything listed in column #1 is still a necessary component to be addressed and should be as fully engaged as possible. This is intentional. While equity is an urgent need, to truly see changes in your system, the work must be deliberate, purposeful, collaborative, and deep. So use these on-ramps to gauge where you are and what you need to do. From there, engage in [continuous improvement cycles](#). Finally, remember this: Working toward equity is complex, so not everything here happens in every place and at every time. To that end, the following is offered as a set of processes to help your system delve into the work.

“PRE” WORK: Before you begin, be sure to do the following.

- Beginning this journey means preparing your system to engage in work that is sometimes messy, often emotional, and challenges our most basic assumptions.
- Leadership must communicate the importance, excitement, and challenge of this work toward equity to staff: personal work and institutional work.
- Gather and explore relevant data, both public and internal; especially investigating disproportionality through an intersectional data analysis of the focal student groups: African American students, students with disabilities, and English learners.
- Read through the *Ways 2 Equity Playbook*, highlighting areas of focus.



On-Ramps: Beginning and Continuing on your Equity Journey

	1. Starting your Engine: Learn about Equity in your System	2. Picking up Speed: Dive into Planning for Equity	3. Merging onto the Highway: Share Plans and Begin your Equity Cycles	Relevant W2EPB Sections: Access to find information and tools
Leadership Development	<ul style="list-style-type: none"> Establish a core leadership team that will identify and develop a broader equity leadership team Identify trainings/education for leadership team on systemic racism & implicit bias Take implicit bias assessment Explore equity literature for future book circles (see resources) Establish community agreements/norms 	<ul style="list-style-type: none"> Establish a broader, representative equity leadership team across stakeholder groups Leadership team engage in an equity assessment Develop smaller leadership teams for specific areas of work (ongoing) Identify an equity team facilitator who is available, consistent, and experienced Initiate equity literature book circles/equity discussions with all staff 	<ul style="list-style-type: none"> Ensure that representative stakeholders are participants at all levels of process Continue equity literature book circles/equity discussions with all staff 	Team Development & Facilitation Implicit Bias & Cultivating Equity Mindshifts Equity Literature
Teacher/Staff Development	<ul style="list-style-type: none"> Take implicit bias assessment Participate in trainings/education on systemic racism & implicit bias Explore equity literature for future book circles (see resources) 	<ul style="list-style-type: none"> Reflect on results of implicit bias assessment; consider next steps for individuals and collective action based on results Further focus trainings/education for teachers on systemic racism & implicit bias Initiate equity literature book circles/equity discussions with all staff 	<ul style="list-style-type: none"> Continued, focused trainings/education for teachers on addressing systemic racism & implicit bias through effective pedagogy Continue equity literature book circles/equity discussions with all staff 	Team Development & Facilitation Implicit Bias & Cultivating Equity Mindshifts Equity Literature
Data & Research	<ul style="list-style-type: none"> Needs assessment: Investigate Dashboard data of districts/schools using data exploration protocol Identify focal student groups Needs assessment: Survey teachers, staff, parents, students, and other stakeholders Explore equity audits/assessments to use in your context 	<ul style="list-style-type: none"> Continue to collect relevant quantitative and qualitative data at the local and state levels Conduct intersectional data analysis for disproportionality Conduct root cause analysis 	<ul style="list-style-type: none"> Continue to collect and share relevant quantitative and qualitative data Continue to conduct intersectional data analysis for disproportionality, with attention to African American students, SWD, and ELs Plan cycles of research and measurement for improvement 	Using Data to Inform Equity List of Equity Audits & Assessments African American Students Students with Disabilities English Learners

On-Ramps: Beginning and Continuing on your Equity Journey

	1. Starting your Engine: Learn about Equity in your System	2. Picking up Speed: Dive into Planning for Equity	3. Merging onto the Highway: Share Plans and Begin your Equity Cycles	Relevant W2EPB Sections: Access to find information and tools
Planning	<ul style="list-style-type: none"> Identify and broadly define equity challenges Begin to draft equity goals that explicitly address inequities found in needs assessment Develop a timeline starting with these on-ramps and cycles of continuous improvement 	<ul style="list-style-type: none"> Develop shared definition of equity Define and prioritize your equity goals Choose set of tools to address the challenge based on defined equity goals Begin drafting an equity plan (made up of report of findings, tools, strategies, communication plan, plan to monitor progress) 	<ul style="list-style-type: none"> Narrow focus to one equity challenge, drawing on stakeholder input Finalize equity plan Initiate and continue use of equity tools and strategies Check for integrity of the equity plan 	Defining Equity Using Data to Inform Equity
Communication	<ul style="list-style-type: none"> Identify stakeholders Begin development of communication plan 	<ul style="list-style-type: none"> Continue to develop communication plan Share equity data with community of stakeholders 	<ul style="list-style-type: none"> Finalize communication plan Communicate the equity plan to stakeholders Continue to share data findings and open up conversations with stakeholders 	Developing an Equity Communication Plan
Culture & Climate	<ul style="list-style-type: none"> Calibrate potential equity goals to mission and vision Begin process of ongoing personal reflection 	<ul style="list-style-type: none"> Align equity objectives to mission and vision Continue ongoing personal reflection Include students and community representation in decision-making and work 	<ul style="list-style-type: none"> Check for and build student and community representation in decision-making and work 	Creating a Culture of Inclusion & Belonging Implicit Bias & Cultivating Equity Mindshifts Student Engagement Family Engagement
Progress Monitoring	<ul style="list-style-type: none"> Check-in with teachers and staff about their response to the equity focus 	<ul style="list-style-type: none"> Continue monitoring equity and representativeness of leadership team 	<ul style="list-style-type: none"> Monitor progress: Schedule regular meetings (every 2-4 weeks) Monitor leadership capacity-building 	Team Development & Facilitation Using Data to Inform Equity

These on-ramps were developed at the Santa Clara County Office of Education from a combination of vetted sources: *The Equity Framework*, (Linton, 2011); *Self-Assessment of MTSS Implementation (SAM)*, (Stockslager, K., et. al., 2016), *Culturally Responsive Organizational Series*, Sampson, 2019, and the SCCOE W2EPB Team.

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African American Students

African Americans have fought for equitable education for over a century. Still, Black students continue to face some of the greatest educational barriers of any student group. This section examines the profoundly entrenched inequalities, such as residential segregation, that result in equity gaps in educational achievement, economic prosperity, civic engagement, and lifelong wellness. Promising practices for improving the conditions of the public education system for Black students are offered.

History of African Americans/Blacks in Education¹

African Americans have always had an enormous desire for fair and equal education. The struggle to achieve this goal has been long and hard throughout history, making equity—ensuring that everyone receives or has what is needed to thrive and reach one's full potential—a formidable task. Today, understanding the current state of Black education in this country requires knowledge of key historical events.

Before the Civil War, the schooling of Blacks was a criminal offense. After the Civil War and the legal end of slavery (1865), African Americans mobilized to bring public education to the South (Rooks, 2020). That is, only North Carolina among Southern states had established a comprehensive system of education for whites, and public schools emerged for Black and White students simultaneously in most of the South during Reconstruction (1863- 1877). In addition, the nation's first historically Black colleges such as Howard University in Washington, D.C., and Fisk University in Nashville, Tennessee were established during this time (Freedmen's Bureau, 2011).

Having been denied education under slavery, freed Blacks saw schooling as central to their understanding of freedom, and freed Blacks of all ages flocked to schools after the Civil War. Much of the funding for Black education came from the state government, but they themselves made efforts to organize schools, purchasing land, constructing buildings, and raising money to hire teachers. In doing so, they literally laid the groundwork for their children's school experience. Images from this era reflect overcrowded classrooms, often without blackboard and chalk, with forty or more African American students deeply engaged in learning despite resources. Research shows that many young men and women who attended these schools known as "freedmen's schools" became teachers who instructed the next generation (Pariseau, 2005). Meanwhile, violence was on the rise during the Reconstruction era.

The ratification of the 13th Amendment abolished slavery in the United States. During this time, the Reconstruction era, federal,

state, and local statutes and policies emerged (e.g., [Jim Crow laws](#), [Black Codes](#)) that legalized racial segregation, establishing the creation of segregated public schooling. Some states required separate textbooks for Black and White students. The local and national government created these laws to exclude Blacks, denying them the right to vote, obtain employment, and receive access to education. Just as images from this era would show Blacks engaged in learning, they would also depict Blacks in danger of survival. Black schools were vandalized and destroyed, and mobs of violent Whites (e.g., Ku Klux Klan) attacked, tortured and lynched Black citizens in the night. Additionally, families were attacked and forced off their land all across the South (Digital history, 2003). As these harsh conditions permeated the U.S., Reconstruction was also a time when many citizens, especially Blacks, stood up, assumed leadership roles, and vigorously opposed the laws. For example, in 1892, an African American train passenger, Homer Plessy, refused to sit in a car for blacks. He argued that his constitutional rights were violated, which culminated in *Plessy v. Ferguson*, the landmark 1896 U.S. Supreme Court decision which ruled a law that "implies merely a legal distinction"



¹ The racial identity category, African American/Black is used interchangeably throughout this section to describe the historical and social experiences of Blacks in this country.

The counties serving the largest percentages of Black/African American students include: Solano (14.3 %), Sacramento (11.7%), Alameda (10.0 %), Contra Costa (9.0%), and San Francisco (8.6 %). In each of these counties, Black students represent 10% of the K-12 population. Los Angeles County has the largest Black student population in the state of California, with 111,240 students (7.5%) of Black students comprising the school-aged population. (Source: kidsdata.org.)

between Whites and Blacks was not unconstitutional (Landmark Cases of the U.S. Supreme Court, [2020](https://www.supremecourt.gov)).

The 1954 landmark case, *Brown vs. Board of Education*, overturned *Plessy vs. Ferguson*, ruling that “separate educational facilities are inherently unequal”. The process of desegregation shocked the conscience of our nation. African American students, such as the “Little Rock Nine,” faced abuse, humiliation, and racial terror as they stepped foot on previously all-White public high schools, bravely initiating the long-fought process of desegregation in American public schools. Meanwhile, the violence against Blacks continued to rise.

In the book *A Life Is More Than a Moment: The Desegregation of Little Rock's Central High*, Will Counts (2007) presents his photographs and artifacts that capture the turbulent times. These include images from 1957 in Little Rock, Arkansas showing swarms of angry mobs of white people waiting for Black students as they approached the school, and the National Guard escorting members of Little Rock Nine to class. Countless other images of this period also capture the pervasive and painful violence committed against Blacks who wanted better opportunities. Still, an image can only convey so much about the pain Blacks individually and collectively endured, and the trauma from the past they still confront today. We have historically seen Blacks deprived of rights in the form of jobs, voting, and education. The U.S. school system, for example, continues to struggle to provide fair education to African American children.

The Current State of African Americans and Educational Equity

While *Brown vs. Board of Education* was supposed to end segregation in schools, at the national level, schools remain highly segregated by race and ethnicity. A 2019 U.S. Department of Education report explains, “In 2016, the percentage of children under the age of 18 in families living in poverty was higher for Black children than Latinx children (31 and 26 percent, respectively), and the percentages for both of these groups were higher than for White and Asian children (10 percent each)” (NCES, 2019). Additional 2017 data from the National Assessment of Educational Progress (NAEP) report on mathematics and reading assessments reveal that 7 in 10 Black students (72.4%) attend economically segregated schools. Racial and residential segregation reinforces school segregation, and educational disparities between rich and poor students, and between white and students of color persists.

California is no exception in this. Black and Latinx students in California are also more likely to attend schools with a large low-income population. Despite funding specifically allocated to high-poverty schools, due largely to racial and economic segregation, these students still receive lower quality instruction (Cano, 2019), higher rates of exclusionary discipline (Gonzalez, 2016), and lower test scores (UNCF, 2018).

African Americans want high quality, fair, and equitable educational opportunities for their children. No matter their circumstances and conditions, there is an inherent desire for Blacks to want more for themselves, to thrive, and to achieve (Love, 2019). Yet, racism, systematic oppression, and discrimination flood many communities, classrooms, and school halls, effectively curtailing the road to success for many students (Kohl, 2015). Though many unfairly bear the brunt of these social conditions that are beyond their control, so many push ahead, achieve, and flourish despite the adversity (Ed Trust-West, 2015).

When Black students succeed, we all succeed. The social, cultural, and political future of our country will be defined by the opportunities we create for Black youth and students of color. To understand the status of Blacks in California's educational system, the focus of this section, we must examine the following areas: who African American students are and what they are experiencing; what isn't working in K-12 schools; and what can be done to rectify equity issues they face systematically, structurally, and socio-emotionally.

African American Students and Educational Equity

There are 334,654 African American K-12 public school students in California, 5.4 % of the state's public school population. This represents a decline from 2014-15, when African American students comprised 373,000 or 6% of the student population (California Department of Education, [2019](https://kidsdata.org)). Overall, the African American student population in California is in steady decline. (**Figure 1**) Some counties have seen dramatic decreases in the African American population over the last two decades. For instance, between 1994 and 2018, Alameda County experienced a decline in the Black student population from 22.9 percent to 10 percent, and San Francisco County experienced a decline from 18.2 percent to 8.6 percent (kidsdata.org, [2020](https://www.supremecourt.gov)). The counties with the largest African American school-age population are Solano (14.3%) and Sacramento (11.7%).

African American Students

Figure 1. Ethnic distribution of students in California’s public schools: 2014-15 through 2019-20 adopted data from California Department of Education’s DataQuest ‘Enrollment Multi-Year Summary by Ethnicity’ report.

Academic Year	African American	American Indian or Alaska Native	Asian	Hispanic or Latino	White not Hispanic	Two or More Races Not Hispanic
2019-20	5.3%	0.5%	9.3%	54.9%	22.4%	3.9%
2018-19	5.4%	0.5%	9.3%	54.6%	22.9%	3.6%
2017-18	5.5%	0.5%	9.2%	54.3%	23.2%	3.5%
2016-17	5.6%	0.5%	9.0%	54.2%	23.6%	3.3%
2015-16	5.8%	0.6%	8.9%	54.0%	24.1 %	3.1%
2014-15	6.0%	0.6%	8.9%	53.6%	24.6%	2.8%

As the population of African American residents and school-aged students continues to dwindle, few comprehensive studies investigate intersectional factors that have contributed to the shrinking size of Black communities in California. Gentrification of California’s urban centers and a subsequent housing crisis (Brown, 2016; Buntin, 2019), and the quest for affordable living (Toppo & Overberg, 2015; Brookings, 2015) are products of systemic oppression that impact California schools.

Major Equity Issues Impacting African American Students

Studies reveal that at every benchmark in Black students’ lives, from early childhood education through higher education, they encounter far more significant obstacles than many of their peers. Black students face racial discrimination in the form of implicit bias, microaggressions, or subtle racial epithets aimed at their race. They experience systematically lower expectations for achievement and excessive school discipline (Anderson, 2018). Unlike the legally sanctioned racism of the past, these discriminatory behaviors may be subtly expressed and therefore difficult to name and address. Ultimately, however, it is the subconscious beliefs of teachers and administrators coupled with educational policies and practices that are tied to a history of oppression which result in inequities for Black students (Quereshi & Okonofua, 2017). Therefore, at the national and state levels, African American students are more likely to:

- **Attend schools in economically disadvantaged or low-income, racially segregated communities.** (Boshmaronald & Brownstein, 2016; Hannah-Jones, 2014)
- **Experience barriers to attending early childhood and preschool education programs.** (Morgan et al., 2012; EdTrust, 2019).

- **Be chronically absent.** (More in the section ‘[Chronic Absenteeism](#)’.)
- **Be disciplined, suspended or expelled.** (More in the section, ‘[Suspension Rates and School Discipline](#)’).
- **Experience inequitable access to quality curriculum and instruction.** (Ladson-Billings, 1994; Quiocho & Rios, 2000).
- **Receive instruction from ineffective teachers regardless of the quality of the school.** (Ed Trust-West, 2015; Lewis and Diamond, 2015).
- **Experience bias and discrimination.** (More in the section, [Implicit Bias](#)).

Promising Practices for Better Educating and Supporting African American Students

- **Culturally Relevant Pedagogy** acknowledges and utilizes the cultural and historical backgrounds, knowledge, and experiences of students to inform the teachers’ classroom and methodology. For more information, see [Culturally Relevant Pedagogy](#) section.)
- **Racial Identity Development** is commonly found in psychology and therapy literature are several frameworks that describe African American stages of racial and ethnic identity development (Cross et. al, 2017; 1971; Sellers, Shelton, Rowley, 1998; Scottham, Sellers, and Nguyen, 2008). Dr. Beverly Daniel Tatum (1997; 2017), an expert on race relations in the classroom and the development of racial identity, exculidates best practices for affirming youth racial identity in her book, *Why Are All the Black Kids Sitting Together in the Cafeteria?*.
- **Restorative Justice/Restorative Practices** has proven to be a useful approach for addressing the disproportionality of school discipline (González, 2015).

Reflection Questions:

1. Describe how you think the African American students are doing in your school, district, and community. In your opinion, are they well? What are the factors contributing to their wellness?
2. Now look at the data on the African American students in your school, district, and community. What do the data tell you, and how do they compare to your initial thoughts?
3. Are there obstacles preventing African American students from being engaged (e.g. classroom), feeling welcome (e.g. school environment), or achieving academically in your school?
4. What are the possibilities and limitations for better serving African American students in your school or district? What needs to happen to do so?

Resources

Learn more about African American youth experiences in schools and racial equity:

- **Explore student-teacher relationships that make a difference.** Book: [No More Teaching Without Positive Relationships](#)
- **Promote the racial identity development of Black youth.** Visit: [Racial Equity Tools](#) & [Teaching Black History: Resources For All Ages](#) (article) & [Art and the African American Experience Teacher Guides](#) (article) & [15 Books to Read by Black Female Authors](#), New York Times Style Magazine
- **Tackle the social emotional health and well-being needs of youth.** Visit: [The Future of Healing: Shifting From Trauma Informed Care to Healing Centered Engagement & Trauma Informed Educational Practices](#) (Webinar) & [Affirming Black Lives without Inducing Trauma](#) (article)
- **Read and see an example of a local assessment and research that is “of, for and by the African/African Ancestry communities of Santa Clara County”.** [The Black Leadership Kitchen Cabinet African/African Ancestry Education Assessment & Research Project](#)

Learn about the underlying problem that has led to recent tragedies of racial injustice:

- **Reflect on symptoms of racial injustices against Blacks in this country.** Read [The Case for Reparations](#) (article & audio); [The New Jim Crow](#) (book); [The Warmth of Other Suns](#) (book)
- **Learn about a host of organizations with a history of addressing symptoms of racial injustices against Black people in broader society.** [Raheem](#); [Color of Change](#); [Black Lives Matter](#); [SMASH](#).

Take action:

- **Provide high quality learning opportunities to better serve California's African American students & additional recommendations.** [“Black Minds Matter: Supporting the Educational Success of Black Children in California”](#)
- **Challenge deficit narrative about the aspirations of African American youth & additional recommendations.** [“A Seat at the Table: African American Youth’s Perceptions of K-12 Education”](#)
- **Address implicit bias/racial disparities in school discipline & additional recommendations.** [“Locked Out of the Classroom: How Implicit Bias Contributes to Disparities in School Discipline”](#) and [“Get Out! Black Males Suspensions in California Public Schools”](#)

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SECTION AUTHOR & CONTENT SPECIALIST: DR. ANGELA BIRTS

Students with Disabilities

Historically, students with disabilities have faced a variety of challenges and inequities within the educational system. This section contains a brief history of special education legislation and discusses the current inequities that students with disabilities face in schools today. Included is a discussion on evidenced-based best practices and resources for working with students with disabilities.

Background and History on Students with Disabilities and Equity in Education

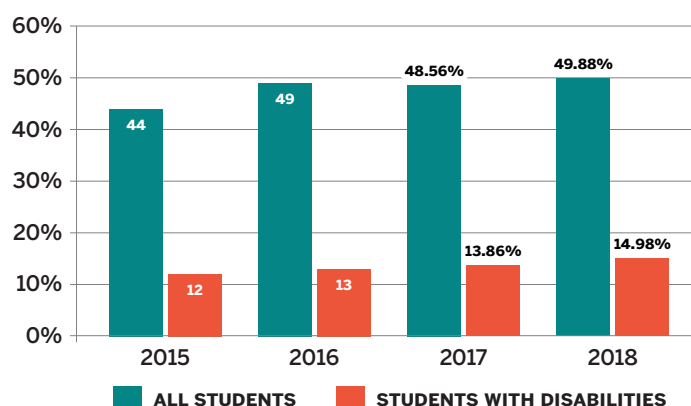
Several factors including segregation, reduced rigor in instruction, deficit perspectives, and a shortage of qualified teachers have led to the inequities that students with disabilities have historically faced in their educational experience. Prior to the Education of all Handicapped Children Act (EAHCA) of 1975, children with disabilities were segregated from their peers and were not participating in and receiving appropriate educational services. Congress specifically highlights in the federal statutes the segregation and educational disservice to students with disabilities prior to the enactment of EAHCA of 1975.

EAHCA was amended and eventually became the Individuals with Disabilities Act (IDEA) in 1990. Since then it has been revised numerous times to guarantee the educational rights to all students with disabilities from birth to age 22.¹

Equity and Achievement

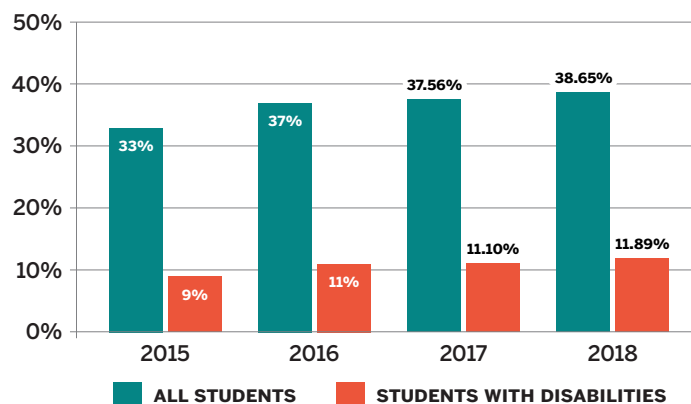
The goal of IDEA is to provide a free and appropriate education (FAPE) in the least restrictive environment (LRE) for all children with disabilities; however, in analyzing the data for students with disabilities, this goal has yet to be reached. The exclusion of students with disabilities from the general education classroom often leads to a less rigorous level of instruction of the core curriculum in more restrictive environments. Students with disabilities who are English Learners (EL) require specific instructional supports to acquire English language skills and to access the general education curriculum. The over identification of EL students as needing special education services is an added issue. In the 2017-2018 school year, 16.6 percent of students who are EL students were identified as having a disability as compared to the non-EL school population which had a rate of 12 percent. The California Department of Education has created a resource guide to address this issue, [California Department of Education Practitioner's Guide for Educating English Learners with Disabilities](#).

Figure 2. Percent of Students who Met or Exceeded Standards on CAASP: English Language Arts/Literacy



Note: 2015 and 2016 achievement level percentages were reported to the nearest whole number. Beginning in 2017, achievement level percentages were reported to the nearest hundredths. <https://www.ed-data.org/state/CA>

Figure 3. Percent of Students who Met or Exceeded Standards on CAASP: Math



Note: 2015 and 2016 achievement level percentages were reported to the nearest whole number. Beginning in 2017, achievement level percentages were reported to the nearest hundredths. <https://www.ed-data.org/state/CA>

¹ In these revisions Congress has addressed the poor implementation of IDEA “(the implementation) has been impeded by low expectations, and an insufficient focus on applying replicable research on proven methods of teaching and learning for children with disabilities” ([United States Department of Education, IDEA Section 1400, n.d.](#)). This was further clarified in the 2017 *Endrew F. v. Douglas County School District* in a decision by the Supreme Court that students with disabilities are entitled to more than the *de minimis* or minimal benefit from the Individualized Educational Program ([Endrew F. v. Douglas County School Dist. RE-1, 15-827, 580 U.S. \(2017\)](#)).

Continuing Inequities in Education for Students with Disabilities

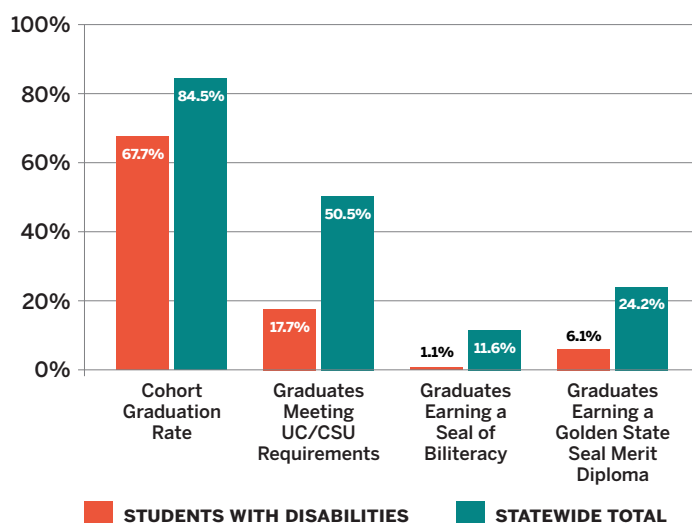
Statistics show that students in special education continue to face inequities as compared to their general education peers in numerous areas:

- lower achievement rate (see [Figures 2 and 3](#))
- lower graduation rate as compare to their peers (see [Figure 4](#))
- lower rate of meeting the UC A-G requirements (see [Figure 4](#))
- higher rate of dropping out of school (see [Figure 5](#)); and
- higher rate of suspensions (see [Figure 6](#))

At the center of these inequities is the continued segregation and marginalization of students with disabilities from the general education setting. Although the EAHCA act was passed 45 years ago, in California students with disabilities continue to be segregated and marginalized in separate settings at a higher rate as compared to the overall rates for students with disabilities at the federal level (see [Figure 7](#)). An outgrowth of the separate subsystem of instruction of students with disabilities is that they are often not challenged with the same rigor and standards-based curriculum as their peers in the general education setting. This often leads to students being underprepared which creates a continuous cycle of obstacles for them to be returned to the general education classroom. Compounding this is the missed access to the curriculum during intervention. When students receive an “intervention” curriculum they are losing access to the standards-based curriculum of their peers. Once they are not receiving that standards-based curriculum it is very difficult to reintegrate them back to standards-based instruction.

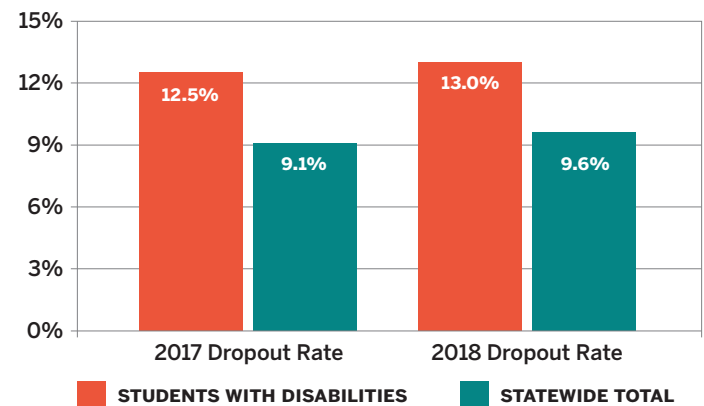
Further exacerbation of these inequities has occurred during the recent shutdown of schools as part of the COVID-19 response.

Figure 4. 2018-19 Four-Year Adjusted Cohort Graduation Rate



<https://dq.cde.ca.gov/dataquest/dqconsensus/CohRate.aspx?cds=00&agglevel=state&year=2018-19>

Figure 5. Drop-out Rates for Students with Disabilities



<https://www.ed-data.org/state/CA>

Districts and schools have struggled to redesign equitable instruction for all students but have struggled the most with implementing effective instruction for students with disabilities. Numerous national organizations (e.g., Council on Exceptional Students, Consortium of Citizens with Disabilities, and Great Schools) have sent letters to the United States Department of Education requesting flexibility in the timelines for implementing IDEA but at the same time asking that that IDEA be preserved for students with disabilities. CDE has compiled resources and information on their website which addresses the implementation of [IDEA during the COVID-19](#) school shutdown.

Equity in Instruction

A key barrier to equity for students with disabilities is the persistent shortage of qualified special education teachers and the training of general education teachers. According to the Learning Policy Institute, the teacher shortage in California has worsened since 2015. In addition, the authors highlight that the greatest shortage and the highest attrition rates is with special education teachers (Darling-Hammond, Sutchter, & Carver-Thomas, 2018). Two out of three new special education teachers are on standard permits or credentials. Teacher shortages are usually the highest in districts that serve the most disadvantaged students with the highest turnover rates being in rural and urban areas (Darling-Hammond et al., 2018).

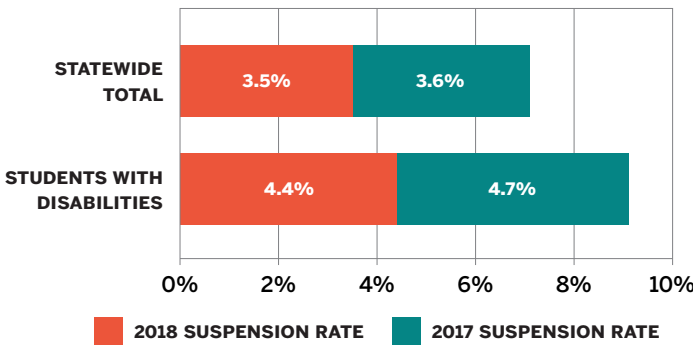
In [Forward Together Helping Educators Unlock the Power of Students Who Learn Differently](#) (2019), Galiatsos, Kruse, and Whittaker surveyed a variety of teachers with varied educational and teaching experiences and report “Only 17% of surveyed teachers feel very prepared to teach students with mild to moderate disabilities” and only about half of teachers strongly believe that students with mild to moderate disabilities can perform at grade level expectations.

Galiatsos et al (2019) discuss the need to have an MTSS in place and to use researched based instructional methods that are

Students with Disabilities

specific to each student’s needs. In their report, the authors specifically call-out the “Eight Key Practices” for success in the classroom: explicit targeted instruction; Universal Design for Learning (UDL); strategy instruction; flexible grouping; positive behavior strategies; evidenced-based content instruction; collaboration between general education and special education; and culturally and linguistically responsive pedagogy. In addition, the Council on Exceptional Children(CEC) and the Center for the Collaboration for Effective Educator Reform and Accountability (CEEDAR) developed 22 [high leverage practices](#) for students with disabilities in the area of collaboration, assessment, social emotional and behavior and instruction with the idea that the practices would be taught in teacher education programs and be incorporated into districts’ professional development.

Figure 6. Statewide Suspension Rates for Students with Disabilities



<https://www.cde.ca.gov/nr/ne/yr18/yr18rel76.asp>

Equitable Classrooms

Over the last two decades researchers have focused on the benefits gained for students with and without disabilities in general education settings. In their 2004 article, Cole, Waildron and Majd, studied the effects of inclusive settings for students with and without disabilities. The study revealed that peers without a disability made greater gains in reading and math when taught in inclusive settings. In their literature review of

inclusive classrooms, Kalambouka, Farrell, Dyson and Kaplan (2007) found there were no adverse effects on students without disabilities who were taught in inclusive settings. However, the authors stress that it is not enough to have the students with disabilities in the class but that the appropriate supports must be in place for them to succeed.

In addition, students with disabilities are more often than not viewed through a deficit perspective, which means that the students are viewed through a lens of what they lack rather than their strengths. In their book *Affirming Disability: Strengths-Based Portraits of Culturally Diverse Families* authors Sauer and Rossetti (2019) present the experiences of six immigrant families navigating the special education system. Of use to practitioners, the authors offer a guide for pre- and in-service teachers to develop a personal action plan for changing classroom/school practices and cultivating relationships with families.

Continued segregation, the shortage of qualified and properly trained teachers, and the lack of applied evidence-based school and classroom practices (e.g. UDL, MTSS, SEL, PBIS, standards based instruction etc.) for students with disabilities all contribute to an inequitable education for students in special education.

Reflection Questions:

1. How have you created a positive school wide environment that is welcoming and inclusive and provides social emotional and behavioral supports for all students?
2. Are all students welcome in all school activities and receive equal access to the grade level curriculum? What supports are provided so that students with disabilities are in extracurricular activities?
3. What communication systems are in place that provide for consultation and collaboration between general education and special education teachers? How are these communications used to expand opportunities for learning?
4. How might you design instruction so that not only the students with disabilities have support in tier one instruction but all students in class could benefit from built-in supports?

Figure 7. State and Federal Percentage of Students Served Ages 6-21 by Educational Settings (Fall 2017)

State	Correctional facility	Homebound/hospital	Inside regular class less than 40% of the day	Inside regular class 40% through 79% of the day	Inside regular class 80% or more of the day	Parentally placed in private schools	Residential facility	Separate school
All States	0.2%	0.4%	13.3%	18.1%	63.5%	1.5%	0.2%	2.8%
California	0.2%	0.3%	19.8%	20.7%	56.1%	0.5%	0.1%	3%

<https://sites.ed.gov/idea/files/41st-arc-for-idea.pdf>

Tools:

- CA-1 Course with Micro-Credential Badge: "Supporting Students with Disabilities" <https://www.learningdesigned.org/node/975/initiative-resources>

Resources

- California Department of Education Practitioner's Guide for Educating English Learners with Disabilities <https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf>
- CAST UDL <http://www.cast.org/>
- FORWARD TOGETHER Helping Educators Unlock the Power of Students Who Learn Differently https://www.nclld.org/wp-content/uploads/2019/05/Forward-Together_NCLD-report.pdf
- University of Florida CEEDAR Resources and Reports <https://ceedar.education.ufl.edu/reports/>
- High Leverage Practices and Evidenced Based Practices a Promising Pair <https://ceedar.education.ufl.edu/reports/>
- Understood <https://www.understood.org/>
- Understood Corona Virus Resources <https://www.understood.org/en/school-learning/coronavirus-latest-updates>
- The IRIS Center Vanderbilt University https://iris.peabody.vanderbilt.edu/resources/ebp_summaries/
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- Sauer, J.S. & Rossetti, Z. (2019). *Affirming Disability: Strengths-Based Portraits of Culturally Diverse Families*. Teachers College Press.

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English Learners

Although English Learners constitute a large percentage of the students in the state of California they do not necessarily constitute a large percentage of the students graduating from high school and continuing onto higher education. This portion of the Playbook focuses on the equity issues and opportunity gaps faced by English Learners in academics, instruction and long term educational outcomes. The section also contains information and resources on evidenced-based best practices for English Learners and COVID-19 resources for teachers and families.

English Learners Demographics

English Learners (ELs)¹ make-up 19.3 percent of the total enrollment in California's public schools and continue to face a number of equity issues in their schooling and educational outcomes. [Ca-EdFacts](#) reports a total of 2,587,609 students (English Learners and Fluent English Proficient) who speak a language other than English in their homes. In California this represents 41.8 percent of the state's public school enrollment. The majority of English Learner (EL) students (70.2 percent) are enrolled in grades kindergarten through grade six with the remaining 29.8 percent enrolled in grades seven through twelve. Spanish is the most [frequently spoken language](#) (82.2 percent) for EL students in California. The EL students in the state's public school system are quite diverse. Some EL students arrive in the United States well prepared academically from another country and live in affluent and or middle class neighborhoods. Their parents are professionals and they have academic and financial resources. Other EL students have had limited educational experiences in their home country, have limited financial resources, represent a large number of our socially economically disadvantaged students and until recently many were refugees ([California Department of Social Services](#), 2020).

Academic Equity

One of the major issues is the opportunity gap in academic achievement. Over the last five years more than 80 percent of EL students continue to perform at below standard levels on the English Language Arts (ELA) section of California Assessment of Student Performance and Progress (CAASPP) (See Figure EL1). Similarly, since 2014-15 more than 80 percent of EL students scored below standard on the Mathematics subtest on the CAASPP (See Figure EL2). In looking at the EL students' CAASPP scores from 2014-2015 through 2018-2019 the scores have remained static and have not shown improvement.

Long-Term English Learners (LTEL) are another of concern. An LTEL is a student in grades six through twelve who has been

enrolled in a school in the United States for six years or more and who has stayed at the same level of proficiency for two or more years or who has regressed to a lower level of English proficiency. According to [WestEd's report on LTELs](#) (2016), in California the number of LTELs in secondary schools grew from 344,862 in 2008/09 to 380,995 in 2015/16. These students also have a lower graduation rate 49% than their peers (Wested, 2016). There are a number of reasons why some students become LTELs and are never reclassified and are stuck at the intermediate level of proficiency: poor English language development instruction; attending multiple schools; interrupted schooling; and experiencing instruction in a narrow curriculum solely focused on English language development and not on other the content areas needed to develop academic language.

The recent onset of the COVID-19 pandemic has generated additional inequities for EL students. Many EL students have limited access to the technology needed for virtual instruction and may not have the familial resources to support their education at home. Teachers need to focus on restructuring their content and curriculum for distance learning for all their students which includes designing supports for ELs and their families. Californians Together has created a number of [COVID-19 resources](#) for both educators and families to use with EL students during the pandemic.

One positive note is that the percentage of Redesignated English Proficient students has increased over the last five years. This could be a function of the decrease in the number of new EL students migrating to the state and the present EL students being present in school for a longer period of time allowing for more opportunities to become proficient and to be redesignated. It may also be due to the recent adoption of the English Language Proficiency Assessments for California (ELPAC) which tests for English Language Proficiency and is aligned with the English Language Development Standards. The ELPAC which is part of the statewide assessment system is administered when the EL student first enters school and then on an annual basis until

¹ According to the California Department of Education (CDE) English Learner students are those students for whom there is a report of a primary language other than English on the state-approved Home Language Survey **and** who, on the basis of the state approved oral language (grades kindergarten through twelve) assessment procedures and literacy (grades three through twelve only), have been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs. California Education Code, Section 52164.1 (a) contains legal requirements which direct schools to determine the language(s) spoken in the home of each student.

they are found to be English proficient. Another possible cause for an increase in reclassification is that districts are allowed to use local criteria as one of the four measures for redesignation. They can use a comparison of student performance in basic skills against an empirically established range of performance in basic skills of English proficient students of the same age ([Updated Reclassification Guidelines](#)).

Graduation Rates and College/Career Preparedness

Another area of inequity for EL students is in the educational outcomes as measured by graduation, dropout rate, and college and career readiness. EL students had the lowest graduation rate in 2015-2016 (67.1 percent) and (67.9 percent) for 2016-2017 when compared to their peers across student groups (See [Figure 8](#)). Except for Native Americans, EL students have the highest dropout rate compared to their peers over the last two reported years. (See [Figure 9](#)). Meeting the A-G requirements for attending a University of California or California State University is another challenging area for EL students. In the past two years about 24 percent of EL students met the A-G requirements to attend a public university (See [Figure 10](#)). The data for EL students highlights that the inequities are not just in the student's achievement on the CAASPP tests but also in the final outcomes for the students as they transition into the working world. Furthermore, EL students are often students who are facing poverty and food insecurity. According to [Dataquest](#), more than 20 percent of EL students receive free and reduced lunch and are considered socio-economically disadvantaged. All of these factors impact the learning of students, and therefore highlight

the importance that instruction and schooling can make to overcome these obstacles.

Instruction of English Learners

The goal of instruction for EL students is to have them achieve on par with their English speaking peers in the state curriculum and meet the Common Core State Standards. According to the California Department of Education, schools may provide English Language Development (ELD) for EL students in a number of settings; however, most provide ELD in one of the following settings: [dual immersion](#), [transitional developmental](#), and [structured English immersion](#). The state has adopted [English Language Development](#) (ELD) standards that are aligned with the Common Core State Standards. Schools are required to use the ELD standards in the instruction of EL students so that students will attain proficiency in reading, writing, speaking and listening in English. The state ELA/ELD Framework has four overarching goals for English Language Arts and English Language Development instruction for students to achieve by high school graduation:

- College, career and civic readiness
- Obtained the ability to be literate individuals
- Become widely literate
- Acquire the skills needed to live and learn in the 21st century

The [California Department of Education \(CDE\) English Learner Roadmap](#) articulates the mission and vision the state has for the education of EL students. The Roadmap contains a number of resources for the instruction of ELs. Research shows that EL students learn best when they are taught with a combination of their and [primary and secondary language](#) (Goldenberg, 2008).

Figure 8. Cohort Graduates by Race/Ethnicity or English Learner Status

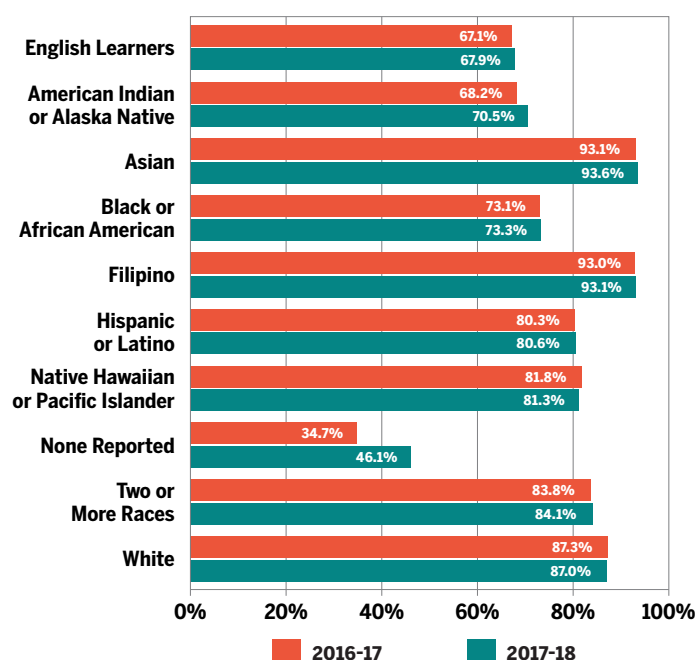
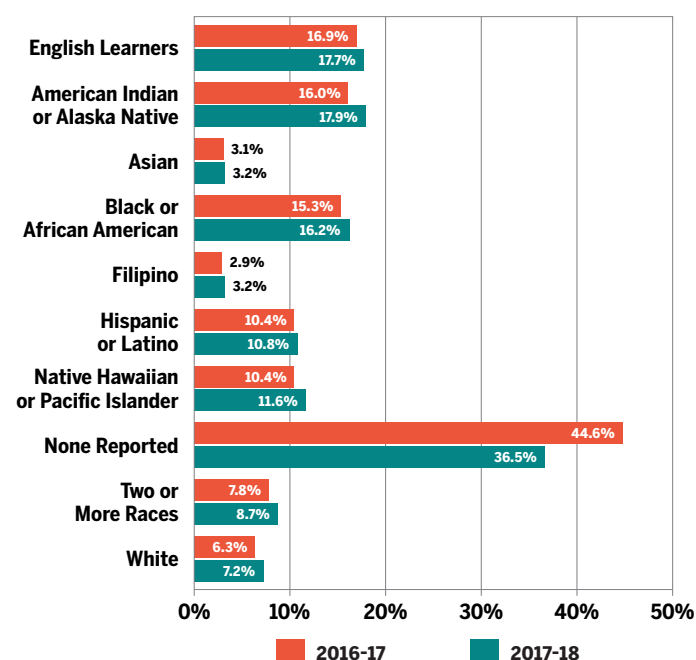


Figure 9. Cohort Dropouts by Race/Ethnicity or English Learner Status



English Learners

Teachers need to provide [culturally relevant pedagogy](#), which includes getting to know their students, having an asset-based mindset, and using this knowledge to design learning and make the curriculum meaningful and comprehensible for students. EL students need highly scaffolded instruction containing the following elements: graphic organizers; visual thinking strategies for improved comprehension; differentiated instruction; direct explicit English instruction on usage, grammar, phonemes; and increased oral practice and opportunities to speak. The National Education Association (NEA) [Equity and Language Training Module for Closing Achievement Gaps](#) offers a number of ideas and resources for teaching ELs including research-based instructional strategies.

Intersectionality of English Learners with Additional Student Groups

Intersectionality of students occurs when a student can be found in one or more identified student groups. The Local Control Funding Formula (LCFF) focuses on three major student groups who require additional resources and support: students who are Foster Youth, students who are English Learners, and students who are Socio-economically Disadvantaged (SED). In addition to these groups, when addressing equity issues students who are BIPOC (Black Indigenous People of Color), students with disabilities, and LGBTQ+ (Lesbian, Gay, Bisexual, Transgender, Queer Community) students must also be considered. EL students intersect in a number of these categories. The [California Practitioner's Guide for Educating English Learners](#) with Disabilities reports that in 2017-2018, 12 percent of students in the state qualified for special education but 16.6 percent of EL students were identified as a student with a disability and as previously noted EL

students constitute over 20 percent of the students who are SED. Additionally, the majority of EL students in the state are Hispanic or Vietnamese and are students of color ([Dataquest](#), 2019).

Promising Practice

Mount Pleasant Elementary School District

Since 2017, the [Mount Pleasant Elementary School District](#) (MPESD), a small K-8 district located on San Jose's East Side, has been engaged in a rigorous equity project to improve learning for their English Learner (EL) students. Drawing on methods of [improvement science](#) and using cycles of inquiry, MPESD has developed teacher expertise and leadership in their equity work to improve instruction specifically for their EL students. After adopting the [EL Education curriculum](#) in 2017, the following school year MPESD initiated their program to engage in cycles of improvement in English and Language Arts (ELA) teaching. (See the [MPESD Equity Case Study](#) for more details on their process.)

Reflection Questions:

1. When you think about your students, how are you considering your EL students in creating a positive schoolwide and classroom environment so that it is apparent that all cultures and languages are respected and valued?
2. In what ways have you structured the school and classroom learning environment to build upon the ELs' background and funds of knowledge?
3. What measures and supports are in place to effectively monitor ELs' progress and ensure they are not pushed-out of the educational system?

Figure 10. Cohort Graduates Meeting UC/CSU Requirements by Race/Ethnicity or English Learner Status

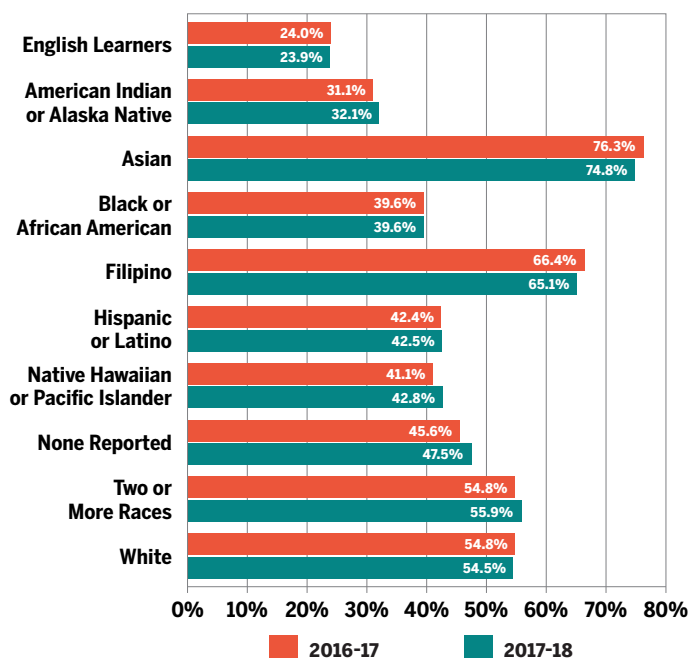


Figure 11. Suspension Rate by Race/Ethnicity or English Learner Status

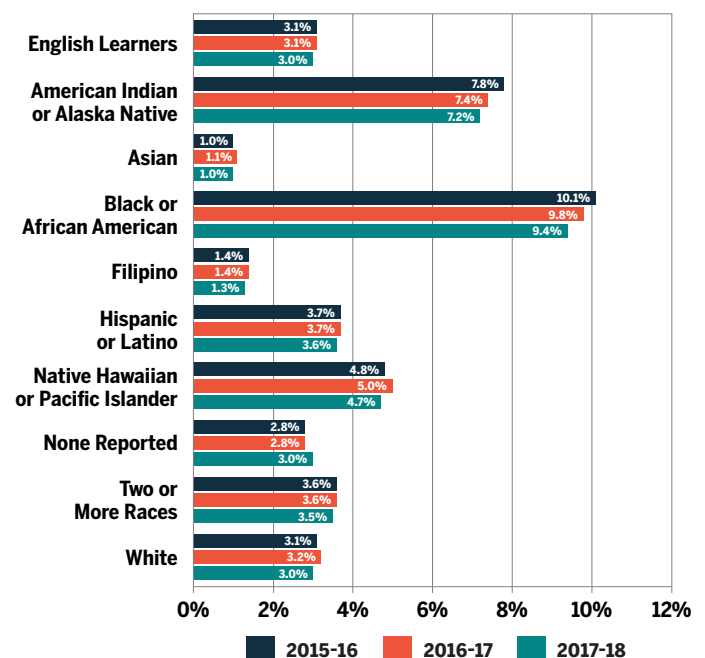


Figure 12. CAASPP ELA/Literacy Results for English Learners

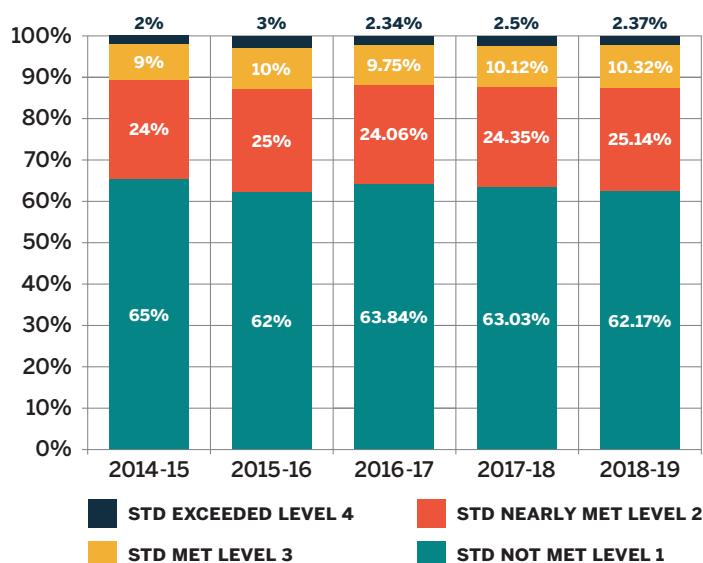


Figure 13. CCAASPP Mathematics Results for English Learners

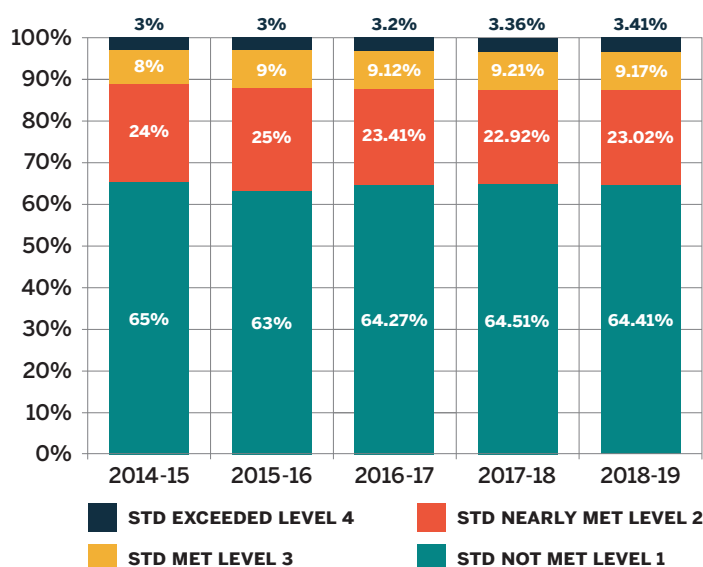
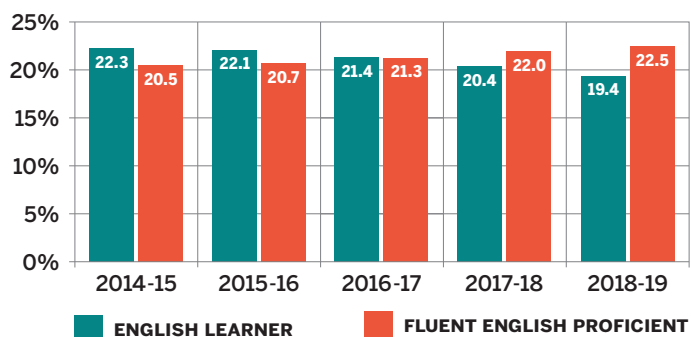


Figure 14. English Language Acquisition Status



- How is instruction and the learning environment designed so that ELs' are supported and can learn the grade level curriculum?
- How is information shared and community voice gathered to inform district and school policies for the EL community?
- How is the school/district/classroom teacher addressing the increased needs of the EL students and community during COVID-19?

Tools

- CA-1 Course with Micro-Credential Badge: "Supporting English Learners" <https://www.learningdesigned.org/node/975/initiative-resources>

Resources

- California Department of Education Learning Foundations <https://www.cde.ca.gov/sp/el/rm/foundations.asp>
- California Department of Education Practitioner's Guide for Educating English Learners with Disabilities <https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf>
- California English Learner Roadmap <https://www.californiantogether.org/publications-2/>
- Colorin Colorado <https://www.colorincolorado.org/>
- COVID_19 Californians Together Resources for Educators <https://www.californiantogether.org/covid-19-resources/>
- Support Ed Top Ten Ways to Support English Learners <http://getsupported.net/supported-top-10-ways-support-english-learners-2017/>
- United States Department of Education English Language Toolkit <https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>
- Unlocking the Research on English Learners: What we Know and Don't Know and Don't Yet Know on Effective Instruction <https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf>

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Building an Equity Leadership Team

Once you have chosen equity as your path, the first step to the success of your equity work is developing your equity team. This section provides direction on the following:

- Who should be included on the equity leadership team
- Recommendations for team organization, including developing a structure of distributed leadership
- Descriptions of the key roles of facilitation and coordination
- Suggestions for meeting structures and content

What is an Equity Leadership Team?

The equity team does the foundational work of defining the focus and building the structures essential for sustainability. While finding the “right” people for the team is important, perhaps more critical is the organization and development of the team so that they can lead for equity.

An important consideration is that there are often a small number of people at a site who are frequently called on to do equity work. This may be due to a number of factors, such as their race, ethnicity, gender, way of speaking, or past commitment. In addition, while it may seem logical to assign the equity work to a team that is already working on equity (i.e. MTSS, Differentiated Assistance, etc.), remember that equity work requires longterm and sometimes intense effort. Be mindful about placing more responsibility for achieving equity on the shoulders of those who are already doing it. Bringing new people to the equity table will provide an incredible learning experience.

To help build the equity literacy (see [Equity Literacy Institute](#)) of all staff, and to develop the foundations of equity (your team) at your site, look around and observe the potential in those who may be less vocal or those who have not necessarily demonstrated an outright commitment to equity but may have shown their deep care for the students and families. We in education know that burnout is real, and it is helpful and necessary that all shoulder the equity work. (See the [Morgan Hill Unified School District Equity Case Study](#) for an example of equity leadership at work.)

Developing your Equity Team: Distributed Leadership

Leadership is key to achieving any level of organizational change. Leading for equity, however, requires a transformation of leadership structures. In short, if you desire organizational change, change how you are organized. Distributed leadership (also called “shared leadership”) offers a conceptual framework for undertaking the challenge of transforming leadership processes, attitudes, and arrangements so that they are profoundly relational. According to Nigel Bennett and colleagues (2003), “Distributed leadership is not something ‘done’ by an individual ‘to’ others, or a set of individual actions through which people contribute to a

group or organization... [it] is a group activity that works through and within relationships, rather than individual action.”

On a fundamental level, transforming systems of oppression to achieve equity means reflecting deeply on who is at the table in decision-making. Further, with respect to decision-making, it is vital that those who lead for equity engage in a practice of deep personal reflection to consider the values we hold around decision-making—how we make decisions, who is impacted by our methods and how, and who may be left out as a result. Thus, processes of authentic collaboration must also be embedded into the work.

As Massachusetts Congressperson Ayanna Pressley has put it, “The people closest to the pain should be closest to the power.” To be effective in advancing equity, leadership teams must look and feel distinct from hierarchically configured top-down leadership. Historically and now, those who hold the deepest knowledge of systemic injustices are under-represented in leadership positions. Wenger-Trayner’s guide, “[Leadership groups: distributed](#)

The following questions can help guide decisions on how to identify who will comprise the equity leadership team:

- ❑ Do they represent the school community in terms of race, ethnicity, language, religion, and other identities?
- ❑ Do they represent the school community across departments and groups (see ‘Team Organization’ below)?
- ❑ Are they interested in and curious about working on issues of equity?
- ❑ Are they willing to commit to this long-term, challenging work?
- ❑ Are they ready to learn as well as act?
- ❑ Are they available, and do they have the time and energy for the work?

RESOURCES FOR EFFECTIVE FACILITATION

SELF-GUIDED FACILITATOR TRAINING	FORMAL TRAINING (through an external organization)
Seeds for Change	Technology of Participation (TOPS)
Anti-Oppressive Resource and Training Alliance “ Anti-Oppressive Facilitation Guide ” (AORTA)	Interaction Associates “ Essential Facilitation ”
National Gender & Equity Campaign of AAPIP	National Equity Project “ Designing and Facilitating Meetings for Equity ”

[leadership in social learning](#)” is a helpful and creative manual for developing distributed leadership. EdEquity offers a [Courageous Leadership Equity Rubric](#) to help gauge your level of leadership for advancing equity.

It may be challenging to bring representatives from diverse groups to the table. However, the more you are able to do so, the more likely you will meet the equity needs of your diverse community and build up the people power for continuing equity work. Plan to think outside of the box about meeting time and space, means of communication, planning, and the many taken-for-granted aspects of meeting in the traditional way. Your diverse group will have diverse needs.

Facilitating Equity Work

Facilitation means “the act of making easy or easier” and is the engine of equity work. The role of the facilitator is to guide the process and ensure that participants are collaborative and focused during meetings. Because open, transparent communication is at the heart of these endeavors, designating a strong facilitator to shepherd and support the process will be vital to your equity efforts. It is also advised that there be a co-facilitator who can support in this important role.

While the skills, behaviors, and moves of a facilitator for equity are much like those of any good facilitator, a strong facilitator of equity work will need to already possess or have the capacity to develop unique qualities. Foremost, this facilitator will need to be [equity literate](#) with an ability to push conversations on equity. (We suggest using the National Equity Project’s “[Lens of Systemic Oppression](#)” as a way to ground equity discussions and actions.) This means that the facilitator should be comfortable naming and owning their identities and have an understanding of how they may affect the dynamics of the group. This person should be knowledgeable in facilitation, consistent in performance, and available to take on this significant role. The processes, structures, and discussions inherent to distributed leadership may be new for the team, and a strong facilitator will be able to guide this new arrangement. Finally, facilitators should incorporate routines for gathering feedback and engaging in reflective practices, so

making space to listen to and collect feedback from the group will be important.

A facilitator can be trained either through self-guided learning, or through formal training offered by an outside organization. Self-guided learning is less costly and can be more flexible. Receiving training from an organization will likely require a fee, a couple of days away from the worksite, and group learning. The following are recommended resources for education and training on facilitation. (Note that while it is the suggestion of the *W2EPB* authors that the facilitator receive formal training, in no way should lack of access to this training keep you from your equity work.)

Coordinating Equity Work

In addition to a facilitator, you will need an organized and communicative person to coordinate the process. The main responsibilities of this role will be to schedule meetings, maintain open, transparent lines of communication, and create structures for maintaining and sharing documents.

Team Organization

Depending on the nature of the equity work with which you are engaging, you can configure your team in different ways. You will likely need to develop multiple teams within the larger team so that people can work across roles and levels. Here are some ways to organize your equity teams:

- Site
- Grade level
- Affinity group (race, ethnicity, language, gender, sexual orientation, disability, socio-economic status, school role, etc.)
- Issue (chronic absenteeism, discipline, academics, special education, social-emotional wellness, community engagement, etc.)

As stated above, to understand your system in the most complete way possible, your equity leadership teams should reflect the school community. Including representation from the following groups can help you to do this.

Building an Equity Leadership Team

Students • Office staff • Teachers • Parents
Paraprofessionals • Administrators • Custodial staff
Bus drivers and cafeteria workers
Resource officers • Counselors
Other community members close to the identified issues

More Important Considerations:

- While this work will be deeply collaborative, it will be necessary to start with a small group to begin facilitating and coordinating the work.
- Schedule meetings regularly and continuously (once a month for the main team, and more frequently for focused teams).
- Commit to and honor the time you envision for these meetings. Equity work is easy to set aside when there seem to be more urgent problems in front of you, but it is the equity work that will ultimately help mitigate many of these urgent issues.
- Address implicit bias within the team and develop equity mindedness internally ([Implicit Bias section](#)).
- Create team “rituals” for self-reflection, making time for individual members to reflect on their own learning and the work of the team. (Example of a [reflection activity](#) from NSRF.)
- Remember that equity work requires honesty and vulnerability, and this can be the most challenging aspect of all. Make space and time for this.
- As an initial step, develop a communication plan. ([Developing an Equity Communication Plan section](#))

Reflection Questions

1. Who is currently engaging in equity work at your school or district? Who is missing? How does this representation reflect your vision for equity?
2. What qualities do you think of when you imagine a strong facilitator of equity work?
3. How would you assess your team’s (or potential team’s) equity literacy? What needs to be learned or further developed?

Tools

- **CA-1 Courses with Micro-Credential Badge: “Building Collaborative Teams” & “Equitable Leadership”**
<https://www.learningdesigned.org/node/975/initiative-resources>
- **MTSS Building Level Teaming Structures:**
https://docs.google.com/file/d/0B2XhME5fsp7gb09_uWUo-zNFk2cU0/edit
- **EdEquity: Courageous Leadership Equity Rubric**
<https://edequity.com/wp-content/uploads/2019/07/2.-Level-V-Rubric-Equity-Leadership-Rubric.pdf>
- **Morgan Hill Unified School District Case Study on Leadership and School Climate**
https://docs.google.com/document/d/1N-gtQNwUCqjo-e5ntDxpyD4eccXI_KEY6DYMkux3V7VE/edit

Facilitation:

- **Liberating Structures: Including and Unleashing Everyone** provides 33 tools/protocols for facilitating groups.
<http://www.liberatingstructures.com/ls-menu/>
- **National School Reform Faculty: Considerations for Responsive Facilitation** (and many more protocols for facilitating and engaging in equity work).
https://www.nsrharmony.org/wp-content/uploads/2017/10/responsive_facilitation_0.pdf
<https://nsrharmony.org/protocols/>
- **Facilitation Quick Tips Sheet**
<http://www.authenticityconsulting.com/misc/facilitation-techniques.pdf>

Resources

- **The Art of Effective Facilitation** (whole book + chapter on safe vs. brave spaces by Aaro & Clemens)
<https://styluspub.presswarehouse.com/browse/book/9781579229740/The%20Art%20of%20Effective%20Facilitation>
<https://www.gvsu.edu/cms4/asset/843249C9-B1E5-BD-47-A25EDBC68363B726/from-safe-spaces-to-brave-spaces.pdf>
- **Wenger-Trayner: Leadership groups: distributed leadership in social learning**
<https://wenger-trayner.com/resources/leadership-groups-for-social-learning/>
- **Transforming Educational Systems Toward Continuous Improvement**
<https://www.carnegiefoundation.org/resources/publications/transforming-educational-systems-toward-continuous-improvement/>

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Developing an Equity Communication Plan

This section offers guidance on taking steps toward developing a communication plan for your equity work. It describes a communication plan and its importance, provides suggestions on developing community agreements, and offers recommendations on communicating across stakeholder groups.

What is a Communication Plan?

Communication is the heartbeat of equity work. Keeping stakeholders in-the-know and creating feedback loops are the vital work of communication. In addition, communication-centered practices such as dialogue, conversation, language, and messaging are some of the main vehicles to achieving your equity objectives. An equity communication plan is necessary to sustaining your equity work, as it serves as the roadmap for the “what”, “how”, and “why” of your efforts.

In order to successfully promote equity, you will need to develop your vision, narrative strategies, and a well-designed communication process. A communication plan for equity requires that the communication plan is in itself a practice of equity. That is, it is necessarily collaboratively developed, transparent, and inclusive. To fully realize your plan, using a detailed strategic planning tool such as [Vision, Values, and Voice: A Communications Toolkit](#) produced by The Opportunity Agenda will help you to cover the many facets of developing your communication plan.

Community Agreements

A vital but often overlooked step in the process of creating an equity communication plan is to ensure that community agreements have been developed and put into place for those stakeholders who comprise the equity leadership team. Agreements are distinct from “norms” or “rules”. According to the National Equity Project (NEP), agreements are:

A consensus on what every person in our group needs from each other and commits to each other in order to feel safe, supported, open, productive and trusting... so that we can do our best work, achieve our common vision, and serve our students and families well.

Agreements provide a common understanding for people as they work together toward collective action. For tips on how to further create such agreements, see NEP’s guidance on [Developing Community Agreements](#). In addition, as explained in this [video](#) educators are encouraged to create a “soft place for hard conversations” in their classrooms through community agreements.

Communication Plan Checklist

The following adapted checklist from [Diversity Officer Magazine](#) provides a way to organize the development of your equity communication plan.

You can use this list to help you develop a communication plan.

- ❑ Create a description of the communication plan that includes your equity vision.
- ❑ Outline your communication objectives.
- ❑ Identify main messages to convey and information that you want to share, including the precise language you want to use.
- ❑ Describe each group that you want to reach (leadership, teachers, families, community members, support staff, etc.).
- ❑ Identify communications channels (e.g., video, email, website, newsletter, staff meetings, LCAP, social media, postings, etc.).
- ❑ Develop a timeline for your communication plan.
- ❑ Budget for communication plan and activities.
- ❑ Identify milestones in your plan and timeline.
- ❑ Design evaluation of effectiveness of the communication plan.
- ❑ Create processes for taking and sharing notes/information from meetings with your broader community.

Communicating within your Team

Your team is committed to advancing equity. Equity is the air they breathe, it is what keeps them up at night, and when they sleep, it visits them in their dreams. However, they are also busy. Creating a plan for communicating internally with your equity team is critical to ensuring that the equity work gets done. Planning and documenting who will communicate what to whom and when can be facilitated through a communication planning tool like this one from the [Schoolwide Integrated Framework for Transformation Education Center](#) (SWIFT). A tool like this supports

Developing an Equity Communication Plan



equitable processes by ensuring that communication is inclusive and transparent.

Communicating with Students and Families: Collecting and Sharing Information

Communicating your equity work to students and families must be done transparently. At the core of equity is honesty — honesty about your data, honesty about your plans to address disparities, honesty about what you know and do not know, and honesty about how difficult it may be to be honest about all this. To cultivate trust with your stakeholders, and to develop their capacity to engage in the equity work, you must learn to lay your cards on the table and invite people into the conversation. (See section [Using Data to Inform and Drive Equity Work](#), especially the content on data walks.) When you hold meetings, send out communications with meeting agendas and notes along with any non-confidential materials that may have been shared. Create a secure online repository where your community members know they can access this information. Transparency is of utmost importance.

Reflection Questions

1. What communication plan do you currently have in place? Who was involved in its development?
2. Which stakeholder groups are explicitly written into the communication plan? Which are not?
3. Does your communication plan include a variety of methods for connecting with the diversity of stakeholders in your education network?

4. What does your equity message look like at the classroom, site, district, and community level?

Tools

- **The Opportunity Agenda: Vision, Values, and Voice: A Communications Toolkit**
<https://www.opportunityagenda.org/explore/communications-toolkit>
- **National Equity Project: Developing Community Agreements**
<https://nationalequityproject.org/resources/featured-resources/developing-community-agreements>
- **SWIFT: Communication Plan**
http://www.swiftschools.org/sites/default/files/Communication%20Plan_0.pdf

Resources

- **Diversity Officer Magazine: Developing a High Impact Diversity Initiative Communication Strategy**
<https://diversityofficermagazine.com/diversity-inclusion/implementing-a-high-impact-diversity-initiative-communication-strategy/>
- **Community Toolbox: Developing a Plan for Communication**
<https://ctb.ku.edu/en/table-of-contents/participation/promoting-interest/communication-plan/main>

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Implicit Bias and Cultivating Equity Mindedness

In this section implicit bias is defined and explained in relation to developing equity mindsets toward systems change. It is emphasized that implicit bias, while necessary to investigate, will not result in systems change unless structural oppression is simultaneously addressed. Tools and resources, including self-assessments, are offered at the end of the section.

What is Implicit Bias?

“Implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner” (Kirwan Institute, [2015](#)). Over the past decade, talk of implicit bias (or unconscious bias) has become standard within organizations, and scientific research has shown that the impacts of implicit bias reach further than we might imagine. Schools, non-profit organizations, police departments, hospitals, and private corporations have taken up the work of addressing implicit bias. The hope is that mindsets can be changed and along with that the practices and policies that lead to inequitable education outcomes, such as the over-representation of African American students in suspensions for willful defiance starting in preschool (Gilliam, et. al., [2016](#)). Living in a system of inequity, we are conditioned to learn specific forms of prejudice, accept certain behaviors as normal, and internalize a value structure that reflects this social context. Therefore, we all have biases. If our biases go unchecked, there is a risk that our actions and decisions can have negative real-world impacts that were not intended and may not even reflect your conscious values. This is what is referred to as “implicit bias”—the unconscious actions that result in unintended, sometimes detrimental, outcomes. Our biases, however, are malleable and can be interrupted and changed.

Stanford Professor of Psychology Jennifer Eberhardt has conducted award-winning studies on implicit bias. She shows how implicit bias begins early in life and is developed over the course

of one’s life. In her [2019](#) book, *Biased: Uncovering the Hidden Prejudice That Shapes What We See, Think, and Do*, Eberhardt explains how basic building blocks of knowledge are formed early on, which shape information acquired thereafter. This new information is then filtered through older lenses, affecting the meanings ascribed to the new information. Taken at face value, this process is biological—our brains are hardwired for bias. Because it is biologically based, the process is sometimes misunderstood as a neutral one. However, while the process may be biological and therefore understood as somehow neutral, the information that comprises the biases are not neutral. Since the development of our brains is responsive to the context in which they are shaped, our biases are greatly influenced by the belief systems inherent in our social contexts.

Implicit Bias and Systems Change

To understand implicit bias, one must start with an understanding of the human brain. Given that our brains are historical organs, they develop with the messages and cues that come from the world in which we live, in other words, our social contexts. Therefore, if our brains develop within a culture of whiteness, as long as our biases go unchallenged, they will reflect these values. For this reason, equity work must examine both implicit (personal) biases alongside structural biases. There are myriad equity issues that surface every day in our schools, and each of these issues requires that we learn about and reflect on our personal implicit biases while also learning about and examining the ways in which our structures—policies, practices, and programs—maintain inequities. Examples of such equity issues include the over-representation of:

- African American boys in suspensions and expulsions (Wood, Harris, & Howard, [2018](#))
- English Learners in special education (Harry & Klingner, [2014](#))
- White students in Advanced Placement courses (Lewis & Diamond, [2018](#)).

It is vital that we examine these issues on multiple levels—that is, as a system. By definition, a systems investigation includes the people who make up the system (ourselves) as well as the processes and tools that are part of that system (see Kania, Kramer, and Senge, [2018](#)). If implicit biases are produced within particular social contexts, in order to change systems, we must

“Implicit biases come from the culture. I think of them as the thumbprint of the culture on our minds. Human beings have the ability to learn to associate two things together very quickly—that is innate. What we teach ourselves, what we choose to associate is up to us.”

Implicit Bias and Cultivating Equity Mindedness

be able to examine and reflect on our individual, personal biases (also known as meta-cognition) while simultaneously analyzing the structural oppressions that support inequities. As Osta and Vasquez (2019) of the National Equity Project explain:

Most work on implicit bias focuses on increasing awareness of individuals in service of changing how they view and treat others. However, in order to lead to meaningful change, an exploration of implicit bias must be situated as part of a much larger conversation about how current inequities in our institutions came to be, how they are held in place, and what our role as leaders is in perpetuating inequities despite our good intentions.

Implicit biases are held and acted upon by individuals, but they also take root in our systems, made up of the programs, policies, and practices of schooling.



Addressing Implicit Bias

Although implicit bias runs deep, it is possible to change mindsets. In fact, systemic transformation depends upon it. As stated above, the important thing is to remember that changing individual mindsets needs to happen simultaneously with changing the policies and practices of equity. It is therefore constructive to think of the two levels as interrelated and mutually informing.

How do you change mindsets? According to Kahneman (2011), it is important first to understand that as humans, we need to be able to make snap decisions, so our brains are designed to act quickly, especially in stressful situations or if we are tired. Most of the decisions we make are made using fast judgments. Our brains can also function more deliberately, which provides us with an aptitude to think critically. Implicit biases are more likely to express themselves when making snap judgments. Likewise, it is more probable that implicit biases can be assessed and modified when we are slow and deliberate in our thinking. Recent work on “de-biasing” has supported efforts not only to understand implicit bias but also to develop new ways of thinking (see John Lewis Jr.’s [video](#) on de-biasing). Putting into practice processes for developing equity-mindedness is another way to challenge our implicit biases.

In education, for example, practitioners must work to mitigate their own biases, and institutions need to provide structural systems to reduce bias in decision-making practices (e.g., discipline policies). With experimentation and improvement, strategies such as equity mindedness can help reduce the impact of bias.

Developing Equity Mindedness

Equity mindedness is a set of attitudes and beliefs that lead to individual and collective behaviors that favor equity. It is a predisposition to critical self-reflection, a propensity toward distributed leadership, and a willingness to “stay in the conversation” (Watson, 2020). According to the University of Southern California’s [Center for Urban Education](#), “Equity-minded practitioners question their own assumptions, recognize stereotypes that harm student success, and continually reassess their practices to create change.” Beyond individual reflection, equity mindedness is an “individual’s capacity to recognize and address racialized structures, policies, and practices that produce and sustain racial inequities” (Bensimon & Malcom, 2012; Dowd & Bensimon, 2015).

It is not necessary to first be cleansed of implicit bias to become equity-minded. In fact, it is important to take time to understand personal biases and structural inequities at the same time. To reflect on yourself and the deep questions that will inevitably arise about your belief systems, to develop understanding of when it’s time to step up and when you should step back, to continue to learn about the historical systemic oppression, to stay in the equity conversation with your colleagues (*especially* when it’s hardest), and to listen. This is what it means to be equity minded.



Reflection Questions

Personal:

1. What were you taught about race, gender, disability, and language? How might this teaching impact your implicit biases? First, answer this question through examination of the explicit teaching you received. Next, answer the question through examination of the implicit teaching you received.
2. What steps do you take to interrupt your own unconscious biases?

Institutional:

1. What practices are in place at your site to ensure that people have the time, space, and resources to engage in reflection on their implicit biases?
2. In what ways are students authentically recognized and celebrated in your school community?
3. How are you continuously investigating and developing asset-based approaches to your instruction and behavior management?

Resources

Learn much more about implicit bias:

- Mahzarin Banaji and Anthony Greenwald's book **Blindspot: Hidden Bias of Good People**
<http://blindspot.fas.harvard.edu/Book>
- Institute of Humane Education: **9 resources to teach about unconscious bias**
<https://humaneeducation.org/9-resources-teaching-unconscious-bias/>
- NYTimes video series **Who me? Biased? Peanut butter, Jelly Racism**
<https://www.nytimes.com/video/who-me-biased>

Take a course:

- Western Education Equity Assistance Center course on implicit bias: Exploring the Foundations of Bias and the work we must do to change it.
<https://www.msudenver.edu/weeac/virtualcollege/courseaccess-who-has-bias-we-all-do/>
- Kirwin Institute for the Study of Race and Ethnicity at Ohio State University: 'Implicit Bias Module Series'
<http://kirwaninstitute.osu.edu/implicit-bias-training/>
- MTV's Bias Cleanse 'Look Different'
<http://www.lookdifferent.org/what-can-i-do/bias-cleanse>

Tools:

Take action:

- John Lewis, Jr.: Implicit Bias and Debiasing
<https://www.youtube.com/watch?v=8EMN4065xlw>
- Californians for Justice: **6 Things School Staff can do to Interrupt Unconscious Bias**
<https://caljustice.org/resource/6-things-school-staff-can-do-to-interrupt-unconscious-bias/>
- NPR Morning Edition: **How to Fight Racial Bias When It's Silent and Subtle**
<https://www.wbur.org/npr/203306999/How-To-Fight-Racial-Bias-When-Its-Silent-And-Subtle>

Take an implicit bias assessment:

- Harvard's Project Implicit:
<https://implicit.harvard.edu/implicit/takeatest.html>

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Using Data to Inform and Drive Equity Work

The fundamental purpose of using data for equity is to improve understanding of the outcomes a system is producing. We use data to help us ask the questions about our system that will help us to make changes to our system. To do this, we will need to engage in routines of data exploration toward action, which is described in this section:

- **Explore quantitative data to understand what disparities are being produced as a result of our system.**
- **Based on these findings, develop relevant questions and engage in qualitative data collection and analysis to learn more about how the system is being experienced by various stakeholders.**
- **Once you have explored your data, develop a plan to take data-informed action steps toward equity.**

What is Data?

“Data” is broadly defined as “units of information”. Therefore, when we explore data in our education work, we investigate a collection of facts, such as numbers, words, measurements, observations or descriptions of things. When the word “data” is used, people commonly understand it to mean numerical or statistical facts. However, data can be *qualitative* or *quantitative*, and both are critical to informing your equity work. *Qualitative* data are units of information described through words. Data is *quantitative* when numbers represent units of information. In schools, we most often use quantitative data to understand outcomes such as assessment scores, chronic absenteeism, the number of disciplinary actions taken on a student or student group. We use qualitative data to more deeply comprehend how people experience the environments of schooling through observations, open-ended survey responses, or interviews. Generally put, quantitative data will help you see *what* outcomes your current system is producing, and qualitative data will help you understand *how* those outcomes are being produced. But any kind of data used in equity work requires that you actually use what you learn to inform your actions and drive further investigation of your system.

Using Data in Equity Work: See the System

To change your system, you first have to be able to see your system in an honest way. Investigating school and district data will be instrumental in helping you to quickly gain perspective on the outcomes produced by the system that is currently in place. The public data accessible through the [California School Dashboard](#) provides a starting place to begin your investigation of school and district outcomes. (See below in “Tools and Resources” for tutorials on using the Dashboard.) However, it will be important to dive more deeply into your data, which means that leadership teams and the broader school community will need to engage in focused conversations on the local, sitebased data, which also means collecting and analyzing qualitative data, such as empathy interviews and observations. Bringing together diverse stakeholders to explore the data and make decisions based on the data informs the future of equity at your site. The guidance and tools offered in this section help you do this while maintaining a focus on equity.

Before beginning data exploration in your equity work, be sure that you have set the stage with your equity team. They should first understand that investigating data for equity requires a different kind of engagement than exploring data for other purposes. While understanding student outcomes is a significant aspect of the work of teachers, investigating disproportionality and reflecting on the ways in which [implicit bias and structural oppression](#) combine to create disparate outcomes for students means that people will need to employ a “window and mirror” approach (Bishop, [1990](#); Style, [1988](#)). This requires that participants are simultaneously engaged in inward-facing self-reflection while examining outward-facing educational problems. Osta and Vasquez ([2019](#)) of the National Equity Project write:

Each of us needs to look *in the mirror* to notice how our particular lived experiences have shaped our beliefs, attitudes, and biases about ourselves and others. And, with increased knowledge of ourselves, we also need to look *out the window* to understand how racism, classism, sexism and other forms of systemic oppression operate in our institutions to create systemic advantage for some groups (white, male, heterosexual, cisgender, etc.) and disadvantage for other groups (people of color, women, LGBTQ+ people, etc.) in every sector of community life.

The authors describe how to enter into conversations about data with an equity mind-set.

In setting the stage for looking at data, prepare for what Jones-Ratcliffe and Lugo (2020) describe as common “pitfalls”. They offer tips for how to avoid these pitfalls in efforts to facilitate equity conversations while investigating data. Being prepared to address these pitfalls early on in your equity journey will allow a group to more quickly dive into the equity conversations necessary to positively effect change.

Building trust and skill takes time and practice, but the time taken in the “pre-work” will be time well spent (see “[On-Ramps](#)” section). The following section explains what it means to “stay low inference” when investigating quantitative data.

PITFALLS	HOW TO AVOID PITFALLS
The truth hurts. People would rather ignore or avoid difficult data about racially disparate patterns.	Build trust and skill for interracial dialogue through racial equity learning and activities. <ul style="list-style-type: none"> Ask: What do you need from your team to be able to engage in these important discussions?
We are all biased and see data through our racial identities.	Stay low inference (just an observation of the data facts—see below). <ul style="list-style-type: none"> Ask: What aspects of your identity impact your ability to stay low inference?
People often blame students and their families for bad outcomes instead of implicating themselves.	Maintain a systemic lens. <ul style="list-style-type: none"> Ask: How does your system function to create the outcomes it gets?

(Jones-Ratcliffe & Lugo, 2020)

Quantitative Data: Begin with Low Inference Observations, Use a Protocol, and Disaggregate

The “[Ladder of Inference](#)” is a well-known practical tool in data exploration and critical thinking that serves as a model demonstrating the relationship between thinking and action. Jones-Ratcliffe and Lugo (2020) advise those exploring data with an equity lens to “stay low inference”, and observational in their understanding—to describe the facts alone. This practice permits people to take distance, to suspend interpretation and feelings about the meaning of the data. It is also suggested that you use a data investigation protocol (see below). Using a data investigation protocol will help participants to engage largely in low inference observations and can be used as a point of entry into what can be difficult conversations about equity. A protocol for using the ladder of inference is offered [here](#), and another protocol for staying low inference while discussing data is [here](#). Two protocols that help keep the data conversations low on the ladder of inference are offered [here](#).

It will also be necessary to disaggregate data to understand how the system is serving its students. When data are disaggregated, they are broken down into separate groups. By doing this outcomes can be compared with respect to race, gender, disability status and type, socioeconomic status, language, and other groups. The [Digging for Equity](#) guide written by Dr. Darlene Sampson is recommended to guide work to disaggregate data at the district and school levels.

Qualitative Data: Empathy Interviews and Surveys

As discussed above, in the world of education, “data” is most often understood as numerical data. However, if one truly wishes to understand the multiplicity of experiences and perspectives that make up the everyday lives of schools, collecting and learning from qualitative data will be essential as it can provide the means to understand how the problems captured in the quantitative data are experienced in schools.

Empathy Interviews

One of the most powerful ways to learn about the gap between what’s intended for education and what actually happens in education is to conduct interviews with the diverse members of the school community. A type of interview that has become well-known in improvement work is the [empathy interview](#), which is intended to help us achieve a deeper understanding of the problem we are trying to solve from the point of view of another. It is empathy which affords us “the intrapersonal realisation of another’s plight that illuminates the potential consequences of one’s own actions on the lives of others” (Colesante & Biggs, 1999). Therefore, the purpose of empathy interviews is to learn about how one’s experience provokes feelings so that we can make changes to the system with positive impacts. Through an empathy interview, for example, we would learn from a student how their math teacher’s efforts to implement culturally responsive pedagogy affects that student’s feeling about being in that class. More than anything, the power in empathy interviews is that it compels deep listening with humility, whether the person you interview is a parent, principal, counselor, office clerk, or bus driver. Because those closest to the pain are also closest to the solution, there is great value in listening to the perspectives, feelings, and experiences of these community members.

Surveys

Schools and districts are likely already using surveys with school stakeholders for their Local Control and Accountability Plans (LCAPs), which include survey items intended to gather feedback on equity issues. Surveys are a relatively efficient method for collecting stakeholder feedback and are therefore widely used by schools and districts. There are a number of equity concerns to take into account when using surveys with stakeholders:

1. **Language Access:** Surveys should be administered in the languages read by the members of the community. If you do not have surveys in multiple languages, you will need a plan for reaching those who do not read the languages in which the survey is written (i.e. focus groups, phone calls, or interviews).
2. **Access to Technology:** If surveys are administered electronically, you will need to ensure that your community members have access to a device and internet. If you do not do this, it is likely that you will exclude your least resourced families from participating.
3. **Low Response Rates:** It is common that survey responses will be relatively low, so you will need to strategize on how to best outreach to your community. Hint: emails won’t be the most effective way to reach your community.

Using Data to Inform and Drive Equity Work

4. **Survey Fatigue:** This refers to what happens when survey respondents become bored, tired or uninterested in the survey and begin to perform at a substandard level. The number of surveys received and the length of the surveys can bring on these feelings of fatigue.
5. **Sharing Survey Data:** Once survey feedback has been collected, share your (anonymous) findings so that they are available to and engaged by the school community (see next section for more about sharing data).

Presenting and Sharing the Data

It cannot be emphasized enough that data and research findings need to be shared, discussed, and acted upon with participation from your community. This means that the community should also be empowered to participate in decision-making on next steps for taking action. While it may feel vulnerable and uncomfortable to make less-than-flattering outcomes known to the public, this transparency is how you build the knowledge base, trust, and capacity that is vital to your equity work. These [recommendations](#) from the organization Racial Equity Tools can help you make equity-informed decisions about how to present your data, offering several excellent resources, including a guide on the specifics of [sharing data from an equity standpoint](#).

There are many ways to share data with your community and engage in data conversations. A “data walk” is one way to present data to your communities while building collaborative capacity. In a data walk, data are displayed in a manner that is easy to understand. The objective is to create an environment where community members can learn about educational outcomes, ask questions, and engage in discussion for action. Several groups have developed methods for doing data walks. The [toolkit](#) created by Ed-Trust West provides a presentation template as well as tips and a facilitation guide. The [Urban Institute](#) and the [Annie E. Casey Foundation](#) also offer resources for conducting data walks. In addition, a critical facet of equity in these data walks is that how the data are presented is an equity issue in itself.

Reflection Questions:

1. Who is currently at the table when you explore data for your school or district? Who is missing? If necessary, how can you take steps to bring a more representative group to the table in the future?
2. In what ways does bias show up in your data analysis and discussions? What strategies do you employ to acknowledge and counteract the bias?
3. How do you invite diverse stakeholders to speak their truth? How are multiple perspectives held by the group? How are they respected, honored, and acted upon?
4. How can you bring your quantitative and qualitative data into conversation to attain a more complete picture of the “whole child and the whole school?”

Tools

- **CA-1 Courses with Micro-Credential Badge:** “Data Based Decision Making Using Academic Data” & “Data Based Decision Making Using Behavioral Data” <https://www.learningdesigned.org/node/975/initiative-resources>
- **Sampson, D. (2019).** Digging for Equity Framework. Western Educational Equity Assistance Center. https://drive.google.com/open?id=1N_O2QMmDRGhp4WksoOYxZj2KMxwF-G

Where to Find Data:

- **CA Dashboard** <https://www.caschooldashboard.org/>
- **DataQuest (CA Dept of Ed)** <https://dq.cde.ca.gov/dataquest/>
- **Office of Civil Rights Data Collection** <https://ocrdata.ed.gov/Home>

How to Access California Data:

- **For an overview of the Dashboard by the California Department of Education (CDE),** see this [video](#). Refer to this [video](#) produced by the Association of California School Administrators (ACSA)
CDE Video: <https://www.youtube.com/watch?v=kpR9xneWGjQ>
ACSA Video: <https://www.youtube.com/watch?v=Y1mgcWIEEM>

Surveys

- **Panorama Student Equity and Inclusion Survey:** <https://www.panoramaed.com/equity-inclusion-survey>

Empathy Interviews

- **Stanford D-School Empathy Guide:** <https://dschool-old.stanford.edu/sandbox/groups/dtbcresources/wiki/15fd1/attachments/75438/FIELDDGUIDE-Screen-DTBC-March-2013.pdf>
- **Sample Empathy Interview Protocol:** <https://docs.google.com/document/d/1eBnhfi9CTbWw4iQRN1n0WDIYzX00nEy-XK-Rh9StakOk/edit?usp=sharing>

Data Inquiry Protocols

- **Ladder of Inference Protocol:** https://docs.google.com/document/d/1OGZzpVYA_QcbmF0RyeqHyiDTBTGyBZ3307I9fj-kJsJM/edit
- **Low Inference Data Observation Protocol:** <https://docs.google.com/document/d/1QIHCJiZC8afvLZK5AX7-Sof-9SFIONpm1Hu09FHlfM/edit>
- **CCSESA Multiple Indicator Data Observation Tool:** https://ccsesa.org/?wpfb_dl=6118

Resources

- **National School Reform Faculty (NSRF) protocols for investigating data for equity** <https://nsrfharmony.org/protocols/>

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Creating a Culture of Inclusion & Belonging

Fostering a culture of inclusion in schools is important for developing a sense of belonging and welcoming for all of our students. In addition to defining inclusion, this section addresses the essential role of inclusive practices to create a sense of belonging when working toward equity. To this end, we offer tools and resources to break down barriers to inclusion with regard to the three focal student groups.

What is Inclusion?

The fundamental reason we must consider inclusion in education is because exclusion is a structurally entrenched problem. While a difficult notion, it is important to remember that the U.S. public school system originated in exclusionary practices (see sections “[Defining Equity](#)” and “[African American Students](#)”, also [Timeline of Education](#) activity). The male children of the educated White elite were the first to benefit from this system that was built uniquely for them. Since the beginning, the U.S. education system has been a site of intense debate over who can, should, and will be included in the group that benefits from this public good, one that brings with it the promise of the nation’s principles of democracy and equality. Who is included and who is not? Who belongs and who does not? How is this made known? What are the practices put into place that lead to inclusion, to exclusion? How is belonging felt/not felt in practice? These are the questions to guide your efforts to create a culture of inclusion and belonging.

According to the [Inclusion Collaborative](#) at the Santa Clara County Office of Education, inclusion is when children of *all* abilities participate in a learning environment *together*. They emphasize that *all* students can benefit from inclusive routines and activities and that inclusion teaches *all* students about respecting differences and diversity in a learning community.

The concept of “inclusive classrooms” emerged from the disabilities rights movement, and in education it is commonly understood as pertaining to students with disabilities (SWD). Inclusion is when students with disabilities and their supports are included in the general education classroom. It is important that educators continue to build on this model of inclusion by expanding its meaning to all students. This means that educators will need to take action to ensure that their inclusive practices result in their students feeling a sense of belonging. Chris Kliewer, researcher and long-time disabilities rights activist, provides a beautiful and clear example of such a practice in this [video](#).

While the concept of inclusion must maintain students with disabilities as the ones who were intended to benefit from these practices, the idea is not *only* for students with disabilities as it impacts all students. (How ironic would it be if we only intended to practice inclusion to serve one group of students?). Everyone in the classroom benefits from every person being included, accepted, and feeling that they belong. This is the essence of an inclusive school culture: each student has a role and feels their purpose for being there. Inclusive education removes barriers to learning through intentional practices to include all students, especially the most vulnerable and marginalized (Ahmad, [2012](#)). Without inclusive practices, students may have more difficulty integrating into their classrooms, an important social environment (Kavkler, Babuder, & Magajna, [2015](#)).

Barriers to Inclusion

Historically, the U.S. education system has excluded students with disabilities (SWD) from going to school or has placed them in separate classrooms (see section “[Students with Disabilities](#)”, Boroson, [2017](#); Dukes & Berlingo, [2020](#)). However, categorizing students with disabilities in such a way has had an “othering” effect on those placed in separate classrooms and contributes to discrimination against students who are not included in the “regular classroom” (Dukes & Berlingo, [2020](#)). The Individuals with Disabilities Education Act has made access to the least restrictive learning environments (LRE) a right for students with disabilities. According to a [2020 U.S. Department of Education report](#), nationally, 63.5% of children with disabilities are in general education classrooms 80% or more of their school day while in California that number is about 57% ([2019 Legislative Analyst’s Report](#)).



Creating a Culture of Inclusion and Belonging



Barriers that inhibit students from achieving a sense of belonging in the general education classroom continue to exist. Placing a student in the general education classroom also does not guarantee that they are receiving the support needed for an equitable education. When we consider what the “least restrictive learning environment” means for the student, we are not just deciding between the special and general education classrooms, for an environment is so much more than a location. An environment includes *everything*; it is the teacher, the peers, aids, and other members of a student’s support team. The environment is the learning material, the physical accessibility of a room, and every element that can add to or detract from a student’s learning. It is the educator’s responsibility to understand that these elements add to our students’ learning experiences.

The need for a focus on inclusion not only applies to students with disabilities but to any student who is not a part of the predominant student population. According to Dover and Rodriguez (2018), English learners make up 18.6% of California student enrollment, but those who are learning the predominant language of a school may be challenged to feel connected academically, socially, and relationally at school and in their community. They write, “Institutional forces in schools, including pressure towards standardization, monolingualism, and test-based accountability, can trouble teachers’ efforts to center the immediate, localized, and situated needs of their students.” California classrooms are increasingly diverse, and it is necessary to be aware of the structures that pressure students to fit into one standardized, monolingual culture. In addition to students feeling excluded, families of English learners may also struggle to feel engaged with the school community. Parents have expressed sadness over the communication gaps with their schools (Good, Maseqicz, Vogel, 2010).

Over decades people have written about and discussed the myriad ways in which African American students experience exclusion in schools. The W2EPB is but one of multiple efforts to transform an education system so that the practices of school reflect a fundamental belief system of inclusion that leads to all students feeling that they belong, are valued, and respected. As discussed in previous sections, African American students are more likely to experience exclusionary discipline practices like out of school suspensions. These exclusionary practices not only negatively affect student engagement in the school and classroom environments, but they also increase their likelihood of being pushed out of school before they graduate (see sections “[Suspension Rates and School Discipline](#)” and “[African American Students](#)”). Suspension leads not only to lost instructional time, but these exclusionary practices convey the message that they are not welcome, or that they do not belong.

Breaking Down Barriers to Inclusion

As educators, we may practice placing ourselves in the position of each student before us. Questions we may ask: *Are there any barriers preventing all students from accessing this lesson? How can these barriers be overcome?*

Through this exercise, we may consider what language, learning tools, and perspectives are being used and if these are fully accessible to all students. Creating an accessible classroom may take some creativity. This is why teachers must know and build relationships with their students in the practice of facilitating an inclusive environment. Additionally, students must also have the opportunity to learn about one another. Knowing one another as people, and not through labels, is what helps break down barriers to inclusion and belonging.

Promising Practices

Greetings at the Door

Making an effort towards inclusion can begin as soon as students enter their learning environment, with something as simple as intently greeting students at the door (Cook, C. et. al., 2018). This [video](#) provides an example of how teachers can welcome students right at the classroom door with a personalized handshake for each student. This is just one way for teachers to convey to students that they are seen and cared for in the classroom. The importance of this greeting is to build relationships and communicate a message of inclusion and belonging to students. What does your school do to ensure that each student who walks into their classroom feels welcome? (See [ARUSD case study](#).)

My Name My Identity Initiative

The [My Name, My Identity initiative](#), launched in 2016 through the Santa Clara County Office of Education, is intended to bring awareness to the importance of respecting one’s name and identities in school communities. The second objective is to help create a culture of respect and inclusiveness in school

communities across the nation by asking educators, parents, community members, and students to take the pledge to pronounce student names correctly and to honor their identities.

Reflection Questions:

1. What are some ways inclusion and belonging are measured for your school community? What is not being measured?
2. In your school community which students are set up most to feel a sense of belonging? Which students are not? What data support this?
3. What practices do you engage to develop a sense of inclusion and belonging for your school's families? When families enter your community, where during the onboarding process are there opportunities to begin to develop a sense of inclusion and belonging?
4. "It would be **more surprising** if Black males were doing well academically in spite of the broad array of difficulties that confront them. Scholars and researchers commonly understand that environmental and cultural factors have a profound influence on human behaviors, including academic performance" (Noguera, 2003).
 - Noticing this described relationship between a student's environment and their learning, what is the environment that your students are walking into as they enter your school?
 - What efforts are being made to welcome each student who walks into their classroom?
 - Conversely, what practices are in place that result in the exclusion of particular students?

Tools

- **Think Inclusive: 5 Strategies for Structuring and Inclusive Classroom Environment**
<https://www.thinkinclusive.us/5-strategies-for-structuring-an-inclusive-classroom-environment/>
- **Teaching Tolerance: Learning Plans for Diversity**
https://www.tolerance.org/classroom-resources/learning-plans?keyword=&field_social_justice_domain%5B40%5D=40
- **Scholastic: Lesson Plans on Multiculturalism & Diversity**
<https://www.scholastic.com/teachers/lesson-plans/teaching-content/multiculturalism-and-diversity/>

Resources

- **Te Kete Ipurangi: Inclusive Education guide to developing an inclusive classroom culture**
<https://www.inclusive.tki.org.nz/guides/developing-an-inclusive-classroom-culture/>
- **Think Inclusive: What does inclusion look like?**
<https://www.thinkinclusive.us/inclusion-is-belonging/>
- **Othering & Belonging Institute: Blueprint for Belonging**
<https://belonging.berkeley.edu/b4b>



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Culturally Relevant Pedagogy

This section highlights culturally relevant pedagogy (and the related instructional practices of culturally responsive teaching and culturally sustaining pedagogy) as a practice of equity. Culturally relevant pedagogy is explained, barriers to its implementation are underlined, and promising practices are presented.

What is Culturally Relevant Pedagogy?

Culturally relevant pedagogy (CRP) acknowledges and utilizes the cultural and historical backgrounds, knowledge, and experiences of students to inform the teachers' classroom and methodology. Employing culturally relevant pedagogy helps teachers to create a bridge between the identities and communities to which students belong, while simultaneously meeting learning objectives and expectations in the classroom. CRP was coined by Gloria Ladson-Billings in a 1995 article. In her proceeding book, *The Dreamkeepers: Successful Teachers of African American Children*, she writes that culturally relevant pedagogy “empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes” (p. 17). These classroom settings have the power to improve the lives of Black/African American¹ students and the outcomes of all children. This approach has proven effective in teacher education programs that should prepare teachers to successfully teach African American, and all students of color. In another book, Ladson-Billings (2001) emphasizes that students must “experience academic success; develop and/or maintain cultural competence, and develop a critical consciousness in which they challenge the status quo of the current social order” (p. 143). Effective training is required for new teachers to realize these goals.

The terminology and meaning of “culturally relevant pedagogy” has evolved over the past decade and is sometimes used synonymously with culturally responsive teaching (Gay, 2010; Hammond, 2015) and culturally sustaining pedagogy (Paris, 2012; Paris & Alim, 2017). Each of these frameworks offers a variation on the original concept of culturally relevant pedagogy. According to Gay (2010), culturally responsive teaching is “the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant...” (p. 31). (See [CRP Tenets](#).) Paris (2012), wishing to expand the terminology and goals of CRT writes, “The term culturally sustaining requires that our pedagogies be more than responsive of or relevant to the cultural experiences and practices of young people—it requires that they support young people in sustaining the cultural and linguistic competence of their communities while simultaneously offering access to dominant cultural competence” (p. 95). While the terminology differs, it is clear to see that regardless of the term, there is a commitment to the wellness and achievement of Black, Indigenous, and students of color in each of these frameworks.

Multicultural awareness and knowledge foreground the fundamental principles of culturally relevant teaching. However, as [Hammond](#) points out in an interview, the most important facet to remember about culturally responsive, resonant, or sustaining teaching is that it “is about *building the learning capacity* of the individual student. There is a focus on leveraging the affective and the cognitive scaffolding that students bring with them.” To do this, teachers must develop relationships with students that allow all students to be their authentic selves and feel a sense of belonging. A human-care approach to teaching that is culturally relevant also allows teachers to see students' identities and the cultural, historical, and familial backgrounds as assets as opposed to detriments to learning. Therefore, the onus is on teachers to work toward a common goal and understanding of how to leverage students' experiences to help create an inclusive classroom and curricula that reaches and empowers all learners.

Researchers emphasize that culturally relevant education is an inclusive framework used to describe teachers' attempts



¹ The racial identity category, African American/Black is used interchangeably throughout this section to describe the historical and social experiences of Blacks in this country.

to effectively teach diverse students and to integrate multi-cultural content and socio-political consciousness in learning environments (Dover, 2013). For instance, teachers who employ culturally relevant pedagogy embody certain characteristics (see table below). For teachers to effectively teach diverse students, an “inside-out” or “windows and mirrors” approach to leading is required. They must be conscious of their positionality. In other words, they must be aware of their identities, unintentional biases they hold in regards to race, gender, and socio-economic status, and they must recognize how these factors show up in the classroom (Sensoy & DiAngelo, 2017).

Barriers to Culturally Relevant Pedagogy

Challenges arise in district’s and teacher’s interpretation, implementation, and evaluation of culturally relevant pedagogy and culturally responsive teaching practices, which poses barriers to successfully reaching students of color and producing positive outcomes. These can include:

- Teachers and administrators, such as principals, are not always aware of the subconscious beliefs persistent within them, and all of us, which are commonly referred to as [implicit bias](#).
- Teachers and districts do not address the sociopolitical consciousness in their definition of CRP, which is vital for effectively tackling the systemic roots of racism in American schools.
- The terms “relevant” and “responsive” can easily lead to essentializing practices.
- CRP is not just about helping a student or some students, it is about transforming the system, changing how teachers relate to students, and continuous learning.
- CRP is not to be mistaken for the implementation of superficial classroom practices without spending time cultivating relationships and making spaces where students can express their full humanity.

Promising Practices in Culturally Relevant Pedagogy

Mathematics

Dr. Robert “Bob” Moses, civil rights activist, and educator, founded [The Algebra Project](#), an organization that helps low-income and underrepresented students achieve the math skills they need for economic success. He founded the organization in 1982, but it wasn’t until years later that he piloted the program when he taught Algebra for thirteen years (1996-2006) in Mississippi public schools. As a teacher and founder of the project, Dr. Moses challenged students to access mathematics and set higher expectations for themselves on what they can do with mathematics in the real-world. Beginning in 9th grade and following students for four years, the Algebra Project prepares students to thrive in college math—a standard Dr. Moses holds that it is vital for all students in the country. In a 2016 PBS [interview](#), Dr. Moses explained, “the languages that the kids



own—just the ordinary street language—is available as a bridge into the languages of math and science.” His national math literacy efforts continue to prove effective in bringing culturally relevant education to diverse students.

STEM Education

Bryan Brown’s (2019) book, “[Science in the City: Culturally Relevant Stem Education](#)” explores how language and culture matters for effective science teaching among students of color. Dr. Brown is an Associate professor of science education and associate dean for student affairs at the Graduate School of Education at Stanford University. For more on his research that explores the relationship between student identity, discourse, classroom culture, and academic achievement in science education, visit [here](#), or watch his latest [interview](#).

History/Social Studies

In [Culturally Relevant, Purpose-Driven Learning & Teaching in a Middle School Social Studies Classroom](#), Milner (2014) investigates how a teacher’s ability to emphasize purpose to her middle school students within an urban public school fosters culturally relevant teaching in the classroom. He argued that the teacher, who was African American, empowered her students to critically reflect on the challenges in their local community to develop a sociopolitical consciousness (Ladson-Billings, 2009). He conceptualizes several culturally relevant teaching practices that shape the teacher’s efforts to create conscientious students—all encapsulated the kind of purposeful teaching described in the literature on culturally relevant education. They entailed the following:

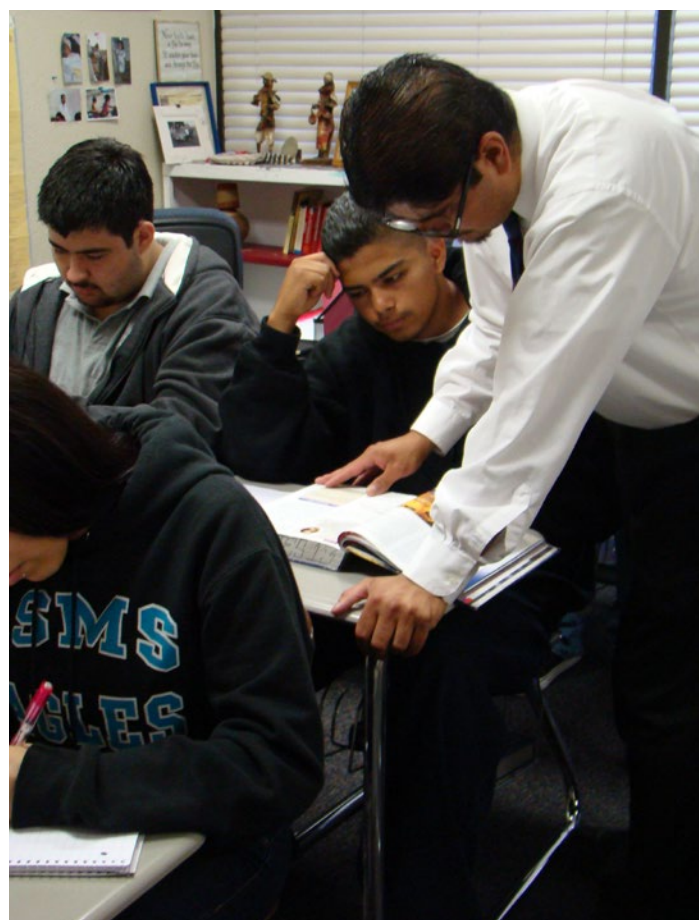
1. Building relationships with her students
2. Seeing teaching and learning as a mission and responsibility

Culturally Relevant Pedagogy

3. Remembering race
4. Moving beyond materialism²
5. Accepting and serving in multiple roles
6. Promoting self and school pride

English Language Arts

Several bodies of research show how using culturally relevant materials engage students in English language arts (Feger, 2006; Hastie, Martin, & Buchanan, 2006; Beach et al., 2015). Implementing culturally relevant pedagogy in the English language arts classroom can take on many different forms, such as through hip hop pedagogy, where students analyze lyrics and express their voices about issues and tensions plaguing their communities (Prier, 2012; Hill and Ladson-Billings, 2009). In her study *Hybrid texts fifth graders, rap music, and writing* Christianakis (2011) explores a teachers' practice of using language, rap, and poetry to help urban fifth-grade students develop their literacy skills in the classroom. She found that as the diverse group of students, all from low-income families, "expressed their intellectual creativity," they became increasingly engaged in the curriculum



and were more motivated to complete their work (p. 1157). When teachers recognize students' cultural backgrounds and incorporate aspects of students' cultures, including linguistic identity, into their pedagogy and teaching, they consequently enhance students' literacy experiences and increase their sociopolitical awareness (Ladson-Billings, 1995a).

Tools

- **CA-1 Course with Micro-Credential Badge: "Culturally Responsive Anti-Bias Teaching"**
<https://www.learningdesigned.org/node/975/initiative-resources>
- **Tenets of Culturally Relevant Pedagogies and Related Frameworks**
<https://drive.google.com/open?id=1izsHjfTaJqQ7xAkjNkPza-wliijlqrOUMACq1W1TXu1Q>

Resources

- **New York State Education Department: Culturally Responsive-Sustaining Education Framework**
<http://www.nysed.gov/bilingual-ed/culturally-responsive-sustaining-education-framework>

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² Successful African American teachers of Black students are able to unpack this issue with students, which essentially means a teachers' belief that a students' growth can develop through service or something greater than themselves rather than what they can acquire through material possessions.

Social Emotional Learning

This section was written during the COVID-19 period. Schools closed, children and their families sheltered in their homes, distance learning was quickly developed, and many teachers and students experienced a rupture to the relationships that they had developed through daily interactions over the past months. With an understanding that public schools provide much more than an academic education to children and youth experiencing poverty, racism, and health issues, numerous articles and reports were published advocating for the need for social and emotional learning (SEL), perspectives, and practices in this moment ([here is one](#)). From an equity perspective, SEL is fundamental to schooling every single day. Co-authored by Dupe Thomas, Community Health Outreach Worker at Santa Clara High School, this section is provided to support work on social and emotional learning.

What is Social Emotional Learning?

All learning is social and emotional because all learning starts with human relationships. According to the *Handbook of Social and Emotional Learning*, social and emotional learning ([SEL](#)) is:

A process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (Weissberg, Durlak, Domitrovich, & Gullotta, [2015](#)).

As contributing author and Community Health Outreach Worker for Santa Clara High School, Dupe Thomas, MSW writes:

In my experience, I have recognized the importance of self-reflection and personal self-awareness as an adult and educator. The [person in environment \(PIE\) theory](#) comes to mind. We must look at the environment in which a person lives and creates in, incorporating the various factors and their implications, which can contribute to our understanding of self, students, and others.

Authentic SEL also requires that educators honor and take feelings seriously. As Professor Eve Ewing discussed in her May 14, 2020 virtual talk, [What a School Means](#), it is necessary to make space for feelings. Young people need this. So much of schooling is the emotional experiences that come from being in schools—and this is easy to forget or not to see. But in order to improve a student's experience in school, educators must understand how students experience school. This can be best done by taking time and making space to express and articulate feelings.

Social Emotional Learning and Equity: Relationships Matter

Strong relationships and connectedness lie at the heart of equity work. In fact, equity cannot be achieved without building systems that allow for authentic human connection. Without a foundation

of solid relationships, physical and emotional safety and the cultivation of a positive school environment cannot be accomplished. While SEL alone cannot solve the social problems that affect our students, without providing social and emotional safety nets, the effects of these inequities will be even harder felt. In the words of the National Equity Project, "The promise of social and emotional development as a lever for increasing educational equity rests on the capacity of educators to understand that *all learning is social and emotional* and all learning is mediated by relationships that sit in a sociopolitical, racialized context—for all children, not just those who are black and brown."

We are all lifelong learners. Creating strong relationships using SEL requires adults to dedicate time, energy, effort, and some level of vulnerability into understanding their own personal relationship(s) with SEL and the impacts to their individual lives. Once a personal relationship is identified and meaning is created, the work can begin both internally and externally. Meaningful, timely and easily accessible resources for adults and educators is crucial for the growth and development of SEL on campuses. When educators and adults are given opportunities to explore SEL and give themselves (ourselves) permission to do so, our students benefit when we share what we've learned about human interaction and connection.

All students and Black, Indigenous, and people of color, in particular, have been over-looked, dismissed, and marginalized within the educational system. SEL is for every person—for every student representing any race, language, gender, disability status, or religion. It is so important to acknowledge and engage with each other and our students in humanizing ways, rather than in a rushed or robotic manner. Whether in meetings, classes, conference settings or in passing social interactions, we all want to be seen and to connect with one another, to belong and be accepted. Relationship building and social emotional learning is a process; it is the foundation that creates meaning in the trajectory of students' lives.

CASEL Wheel & Competencies



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Transformative/Culturally Responsive SEL

An emergent area of research and practice is called “transformative SEL.” Jagas, Rivas-Drake, and Williams (2019) write that “for SEL to adequately serve those from underserved communities—and promote the optimal developmental outcomes for all children, youth, and adults—it must cultivate in them the knowledge, attitudes, and skills required for critical examination and collaborative action to address root causes of inequities. Toward this end, transformative SEL is aimed at educational equity—fostering the learning environments that will produce equitable outcomes for children and young people furthest from opportunity.”

This is to say that SEL cannot be implemented in a vacuum. Its practices must take into account that children come from diverse cultures, have lived through different experiences, and express a range of assets (not all of which are valued by our school system). Because SEL operates on a relational level, and relationships are expressed in varying ways across culture, it is possible that well-intentioned SEL practices result in inadvertently alienating some students. A transformative or culturally responsive approach to SEL addresses this problem by including and engaging students in the co-construction of respectful relationships. In addition, an important facet of transformative

SEL is to understand that meaningful relationships are developed when all people involved are listened to, their cultures, experiences, and knowledge valued. Furthermore, the scope of impact does not stop at the relationship but extends to the potential in collaboration in addressing community and social problems. As Simmons (2019) writes, “Social-emotional learning (SEL) skills can help us build communities that foster courageous conversations across difference so that our students can confront injustice, hate, and inequity.”

‘Trauma-Informed’/‘Trauma-Sensitive’ Approaches

The [Adverse Childhood Experience \(ACE\)](#) study has helped us to better understand the effects of childhood trauma throughout the lifecycle. The research finding that many experience great amounts of trauma in childhood (especially those who are BIPOC¹, live in poverty, or have one or more parents who have been incarcerated) led educators to adopt “[trauma-informed](#)” or “[trauma-sensitive](#)” approaches to teaching and counseling. The Trauma and Learning Policy Initiative (TLPI) explains on their website, ‘In a trauma-sensitive school educators make the switch from asking ‘what can I do to fix this child?’ to ‘what can we do as a community to support all children to help them feel safe and participate fully in our school community?’” Recognizing that children who experience trauma require therapeutic environments, it is vital that focus be put on cultivating a positive school climate so that they can thrive. And this is key to equity work: Develop a mindset that focuses on changing the system rather than the individual.

Importance of SEL for Adults

SEL is not just for students. To improve social, emotional, and academic outcomes for students, it has become increasingly clear that we also need to support the social-emotional development and well-being of educators and staff. Increasing our self-awareness and dedication to self care practices positively impacts one’s level of social emotional availability and learning. The level at which we are able to show up for ourselves and practice self-kindness affects the level at which we are able to show up for students. This is a mirroring effect. We cannot pour from an empty cup. Intuitively, we know when we are operating from an empty cup and students see, feel and can identify this within adults. As adults and educators, it is absolutely our responsibility to role model and practice what we teach. SEL is woven into every human interaction. As educators, we are given the beautiful task of guiding students and promoting SEL education for and with the students with whom we are fortunate to connect. This is a gift.

¹ BIPOC stands for Black, Indigenous, and People of Color. This term is used “to highlight the unique relationship to whiteness that Indigenous and Black (African Americans) people have, which shapes the experiences of and relationship to white supremacy for all people of color within a U.S. context” ([The BIPOC Project](#)). In effect, the term illuminates the fact that U.S. concepts of race were built on white supremacist notions of blackness and indigeneity.

Reflection Questions:

1. What do teachers, administrators, staff, and parents believe about the role of relationships in learning?
2. How can you shift adult mindsets and help them understand, develop, and model SEL skills for students?
3. How does the unofficial and official curriculum honor feelings or “affect” in the educational process?
4. How can you develop programs, resources, and activities to support adults’ own self-care and well-being in schools?

Tools:

- CA-1 Courses with Micro-Credential Badge: “Supporting Positive Behavior” & “Relationship-Centered Schools” <https://www.learningdesigned.org/node/975/initiative-resources>
- Universal Screening Assessments (a list of universal screening assessments for behavior/SEL) https://assets-global.website-files.com/5d3725188825e071f1670246/5d8393cfa70460bf54f37f21_Screener%20Tools%20Table.pdf
- CASEL: SEL Competencies <https://casel.org/wp-content/uploads/2019/12/CASEL-Competencies.pdf>

Resources:

- PBIS Technical Assistance Center <https://pbis.sccoe.org/home/Pages/default.aspx>
- CASEL:
 - CASEL CARES SEL Resources During COVID-19 <https://casel.org/resources-covid/>

- Equity and Social and Emotional Learning: A cultural analysis <https://measuringsel.casel.org/wp-content/uploads/2018/11/Frameworks-Equity.pdf>
- Toward Transformative SEL: Using an equity lens https://measuringsel.casel.org/wp-content/uploads/2018/11/Framework_EquitySummary-.pdf
- Panorama: Adult SEL Toolkit <https://go.panoramaed.com/adult-sel-social-emotional-learning-toolkit>
- Child Trauma Academy <https://www.childtrauma.org/>
- Trauma Learning and Policy Initiative <https://traumasensitiveschools.org/about-tlpi/>
- Suggested readings:
 - Perry, B. & Szalavitz, M. (2017). The Boy who was Raised as a Dog. Basic Books.
 - Howard, J. R., Milner-McCall, T., & Howard, T. C. (2020). No More Teaching Without Positive Relationships. Heinemann.

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Universal Design for Learning

Universal Design for Learning aims to engage all students through multiple means. This section provides an overview of UDL, as well as resources and tools for further exploration and implementation.

What is Universal Design for Learning?

Universal Design for Learning (UDL) is defined by the Center for Applied Special Technology (CAST) as a *research-based set of principles to guide the design of learning environments that are accessible and effective for all*. The goal of UDL is to be able to [recognize potential barriers](#) and then to design accordingly so that these potential barriers can be eliminated thus allowing for the cultivation of expert learners.

The UDL framework is rooted in three principles:

- [Engagement](#): The affective network of learning or the “why”.
- [Representation](#): The recognition network or the “what” of learning.
- [Action and Expression](#): The strategic network or the “how” of learning.

In addition to the principles, this framework also includes the [UDL Guidelines](#) and linked checkpoints. It provides a method by which educators and others can use to design curriculum and instruction to support the development of “Expert Learners”. UDL defines “Expert Learners” as those who are: purposeful and motivated; resourceful and knowledgeable; and strategic and goal-directed.

Key questions to guide UDL Implementation (Murawski & Scott, 2019):

1. Was a specific learning goal identified that was flexible enough to allow for learner variability? To write a flexible goal, remove words that specify exactly how the goal must be met.
2. Were multiple options for assessment provided? Assessments should allow students to have options to demonstrate their learning.
3. Does the design consider students' strengths, interests, preferences, and barriers related to learning? Does the design consider curriculum and learning environment barriers?
4. Were the UDL guidelines and checkpoints applied?

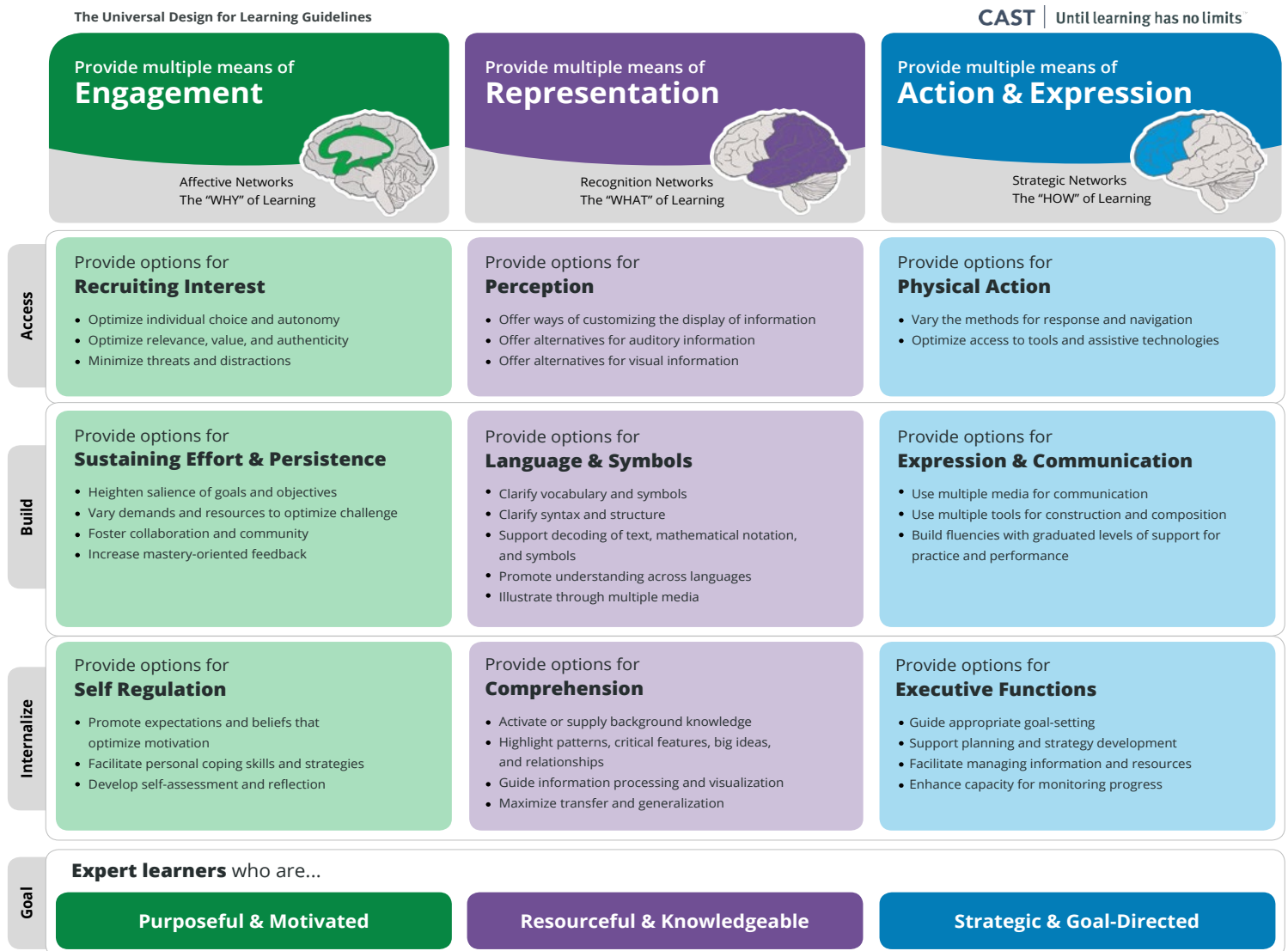
UDL: There is No ‘Average Learner’

When educators realize that the [average learner is a myth](#) and begin to design their lessons “to the edges”, the students who have been historically marginalized in school settings are centered in pedagogies and learning processes. This means that not only is content revised, but the *experience* of learning is also reimagined. As Meyer, Rose and Gordon (2014) explain in their book, *Universal Design for Learning Theory and Practice*:

The unnecessary barriers in traditional education extended beyond those that impeded students from accessing content and expressing knowledge. Even more important in motivating our work were the affective barriers. Students coming to school with curiosity and a strong desire to learn found that fire quenched when they were stigmatized—not because of anything that was in their control but because of inaccessible learning environments.

Within a [multi-tiered system of supports](#) (MTSS), UDL is a tier one support. When used with fidelity, UDL minimizes the need for interventions and creates space for enrichment opportunities. UDL principles further reduce barriers and ensure





udlguidelines.cast.org | © CAST, Inc. 2018 | Suggested Citation: CAST (2018). Universal design for learning guidelines version 2.2 [graphic organizer]. Wakefield, MA: Author.

equitable access for students across all tiers of support. If UDL is applied in tier one the students who are at the margins of learning in the classroom (e.g. students with disabilities, English learners, students in poverty) receive the supports (scaffolds, assistive technology, etc.) they need in an inclusive environment. The added benefit of UDL is that by removing barriers to learning, instruction can be designed to maximize the learning opportunities for all students in the classroom. In tier two (targeted) and tier three (intensive) instruction is designed and differentiated specifically for the student's success and has frequent progress monitoring. The scaffolds and strategies that have been proven successful in tiers two and three should then be implemented as supports in tier one. UDL provides for a more vigorous instruction for all students since it is a proactively and intentionally designed framework that removes barriers to learning and supports all students.

Reflection Questions:

1. How can UDL be incorporated into tier one instruction in classrooms?
2. What are some ways teachers can support and design instruction for student engagement?
3. How can teachers build-in better representational access and support for better comprehension of the curriculum through their instruction?
4. How can teachers create variations in the actions and expression needed to demonstrate learning?
5. How can teachers design increased opportunities for student choice in the engagement, representation and action/expression of student learning?

Universal Design for Learning



Tools:

- CA-1 Course with Micro-Credential Badge: “Universal Design for Learning Associate Credential”
<https://www.learningdesigned.org/node/975/initiative-resources>
- UDL Lesson Planning Tool
<http://lessonbuilder.cast.org/>
- Free Technology Toolkit for UDL in All Classrooms
<https://www.thinglink.com/scene/830135641269338112?buttonSource=viewLimits>

Resources:

- UDL Guidelines
<http://udlguidelines.cast.org/>
- Fifty Ways to Reach Your Learners Using UDL as a Guide
<https://www.youtube.com/watch?v=VGuwggVAQpM>
- UDL Progressions
<http://castpublishing.org/novak-rodriguez-udl-progression-rubric/>
- UDL YouTube Channel
<https://www.youtube.com/user/UDLCenter>
- IRIS UDL Module
<https://iris.peabody.vanderbilt.edu/module/udl/#content>

Books:

- Novak, K. (2016). *UDL now! A teacher's guide to applying universal design for learning in today's classrooms*. CAST Professional Publishing.
- Ralabate, P. & Nelson, L. (2017). *Culturally Responsive Design for English Learners: The UDL Approach*. CAST Publishing.

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- Murawski, W. W. & Scott, K. L. (2019). *What really works for universal design for learning?* Corwin Press.

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Educational Technology

This section takes a student- and family-centered view of the intersection of access to technology and equity. As we write the *Ways 2 Equity Playbook*, the COVID-19 pandemic is changing the ways we understand and do school across California and the nation. During this time of school closures, educators had to make a swift transition to distance learning, which exposed the deeply entrenched, historic inequities experienced by students, families, schools, districts, and neighborhoods. Conversations on educational equity have centered around how to reach and teach students remotely, and more importantly, what it means to do so in an equitable way. This pandemic has brought us valuable lessons about the function of technology in education and educational equity more broadly.

Access and Inclusion

We learned a lot during the COVID-19 pandemic that can be useful as we move forward. With respect to educational technology, for example, much attention has been placed on the noticeable [gaps in digital access](#) to material resources and quality (high speed) internet connections (Aschoff, [2020](#)). These access gaps illuminate a well-known fact fundamental to educational equity work: students and families who make up our school communities live extremely disparate lives, and this difference correlates to extreme disparities in educational outcomes. Clearly, this “digital divide” makes accessing information far more challenging for some than others. However, access to technology is only one piece of the equity puzzle. We also need to consider how the distance learning technologies have been able to create—or limit—conditions of inclusion.

Because our schools and neighborhoods are highly segregated, equity issues are experienced across and within districts and schools. These pre-existing educational disparities were brought into intense focus when schools closed. Districts with more affluent student populations were able to roll out distance learning almost immediately, and others were constrained because they first needed to account for and equip families with necessary technology (devices, hotspots, etc.). While some teachers were encouraged to call or video conference with individual students, others were told not to make contact until it was known that ALL students could be reached. Meanwhile, the disparities grew as *some* students were able to receive academic lessons and [social-emotional connection](#) with their teachers, *some* families with means to do so continued their children’s educational experiences, and *some* students were left in limbo. In addition, of great concern were those [students with disabilities who rely on assistive technology](#) to help them learn. Students with limited access to resources who rely on school materials for these technologies were unable to access them at home. Moving from an in-person learning environment to a distance learning context was impossible for some without their assistive technology.

In regards to equity, what became clear is that “access” has multiple levels of meaning. On one level, it is about being able to receive the material resources necessary for learning. However,

access is also about the *quality* of an educational experience that becomes available by having access to materials in the first place. Those students, families, and even [teachers](#) in some cases, who experienced limited access to technology could not participate in the same ways as those with access. The most profound lessons offered to us by the COVID-19 pandemic are those that have helped us to better see the truth of our system. It is important to take these lessons and consider how the resource divide plays out in the everyday experience of schooling.

Innovation and Intervention

Now that all students are being asked to use technology as the foundation of their learning, we have heard stories from a few teachers who are seeing some student engagement improve with distance learning. While these teacher observations should in no way be used to counter the fact that so much [learning and security have been lost during this time](#), especially for students experiencing poverty, these examples can serve as reminders that “normal” practices of schooling do not serve all students well. Here we see the [Universal Design for Learning](#) (UDL) principle of “multiple means” and that using technologies and/or alternative environments may be what some students need. This is to say that it was never the student who was the problem but rather the context. We now have an opportunity to change some pedagogical habits that have worked to exclude some students.

A significant takeaway here is a new understanding of the difference between using technology for innovation versus using it for intervention. Educators are being asked to make technological innovations to their teaching. They are being made to think about what differentiated instruction means through a digital platform—and to make innovations so that students can learn. This often requires that educators move beyond simply “substituting” a manual practice for a digital. In educational technology pedagogy, “substitution” happens when one takes a pencil-and-paper practice and turns it into an electronic one. (For further information on integrating technology into student learning, see the [work of Dr. Ruben Puentedura](#), or [review the SAMR model](#).) While substitution is often an appropriate instructional move, it

Educational Technology & Equity



is not necessarily innovative in the way that is required to create inclusive online learning environments.

Ideally, technology would be used to innovate on teaching and learning every time it is present. Even when technology is used to help students develop skills that may be required for them to “catch up” to grade level or to assist them in meeting a standard, technology should be used in a way that deepens students’ learning experiences. If technology is used as intervention, that needs to be done in an innovative way rather than employing a tool in academic intervention merely because it is easy to do so. [Research](#) shows that the best high leverage practices (HLPs) for intervention include engaging students, accessing students’ prior knowledge, and providing direct instruction of the desired skill. The proper and creative use of technology can provide for all of these strategies.

Culturally Responsive Teaching and Technology

The real technological innovations happen when humans use and apply technology in creative ways. At all levels of education, educators should strive for culturally and linguistically responsive approaches to teaching and learning (see section [Culturally Responsive Pedagogy](#)). In the realm of technology, this is no different. As discussed above, technology can be leveraged in many ways to help teachers to connect with students and families. In addition, it can help build bridges for students so that they can express their individual identities and knowledge in new ways. It should be acknowledged and deeply considered that [students of all ages are using technology](#) in various ways in their everyday lives (Anderson & Jiang, 2018). Their engagement with technology is increasingly linked to their identities. Therefore, if educators are challenged to understand the importance of technology (social media, video games, media, etc.) in students’ lives, then they are potentially missing opportunities to understand and connect with the students as individuals. And it is this human connection that

is at the heart of equity work. The [New York State Department of Education](#) provides guidance on culturally and linguistically responsive instruction through technology, and the [US Department of Education](#) has a dedicated website to technology and equity.

Applying an equity lens, schools and districts might ask the following questions about how they are innovating for equity with their use of technology.

Reflection Questions

1. What is the vision for technology in your learning environment? Are all students included in equitable ways? Are students provided opportunities to both develop and express their knowledge and identities through the use of technology?
2. How is technology used as an intervention vs. an innovation for students? Which students are being tasked to use technology to “level up” rather than get to grade level? Is disproportionality present in these outcomes?
3. Are educators educated and equipped to use and teach technology in equitable ways in their classes? How do they feel about using technology in their learning environments, for what purposes, and for whom?

Resources

- **Advancing Equity in an Era of Crisis: A Guide to Equity in Remote Learning**
https://1303197b-6e91-48cc-9169-7e3fbe4f96db.filesusr.com/ugd/2651b4_15917a14cb0144e7a9095bb44b863c1f.pdf
- **U.S. Office of Educational Technology: Equity**
<https://tech.ed.gov/equity/>
- **Digital Promise: How Access to Technology Can Create Equity in Schools**
<https://digitalpromise.org/2019/04/29/equity-in-schools-access-technology/>
- **NY State’s Culturally Responsive Instruction through Technology**
<http://www.nysed.gov/edtech/culturally-responsive-instruction-through-technology-0>
- **What Four Divides Teaches us about Digital Literacy**
<https://tinyurl.com/ya4gr9n7>
- **Online Learning in the Wake of COVID-19: Tips and Resources for PreK-12 with Equity in Mind**
<https://www.newamerica.org/education-policy/edcentral/online-learning-wake-covid-19/>

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Suspension Rates and School Discipline

In this section, types of school suspensions are defined. Suspensions are discussed in relation to its negative impacts on our three focal student groups 1) African American Students; 2) Students with Disabilities; and 3) English Learners, as well as overall school climate. This section also provides resources that may be used to begin addressing the inequity of how school suspensions function.

Overview of School Suspensions

School suspension is a form of punishment intended to decrease the likelihood of future negative behaviors in a student. However, suspensions have been shown to be ineffective and come with a multitude of other negative effects on students and school climate. Negative impacts have been shown to affect the student's well-being, academic achievement, contribute to entry in the juvenile justice system, and increase the likelihood of dropping out of school (Haight, Kayama, & Gibson, 2016). Research shows that Black, Native American, and Latinx students are disproportionately disciplined through exclusionary practices, what has been termed a "racial discipline gap" (Losen, et. al., 2015; Gregory, Skiba, & Noguera, 2010). Moreover, a punitive environment can impact a school's overall climate of well-being and fairness. However, practices, policies, and resources exist that promote positive discipline over punitive discipline, as discussed below.

There are two types of school suspensions. The more common out-of-school suspension (OSS) is when a student is not permitted to be on school premises. In-school suspension (ISS) involves the student being removed from their typical classroom and away from peers, but without being removed from the school campus. It has been shown that OSS is more strongly associated

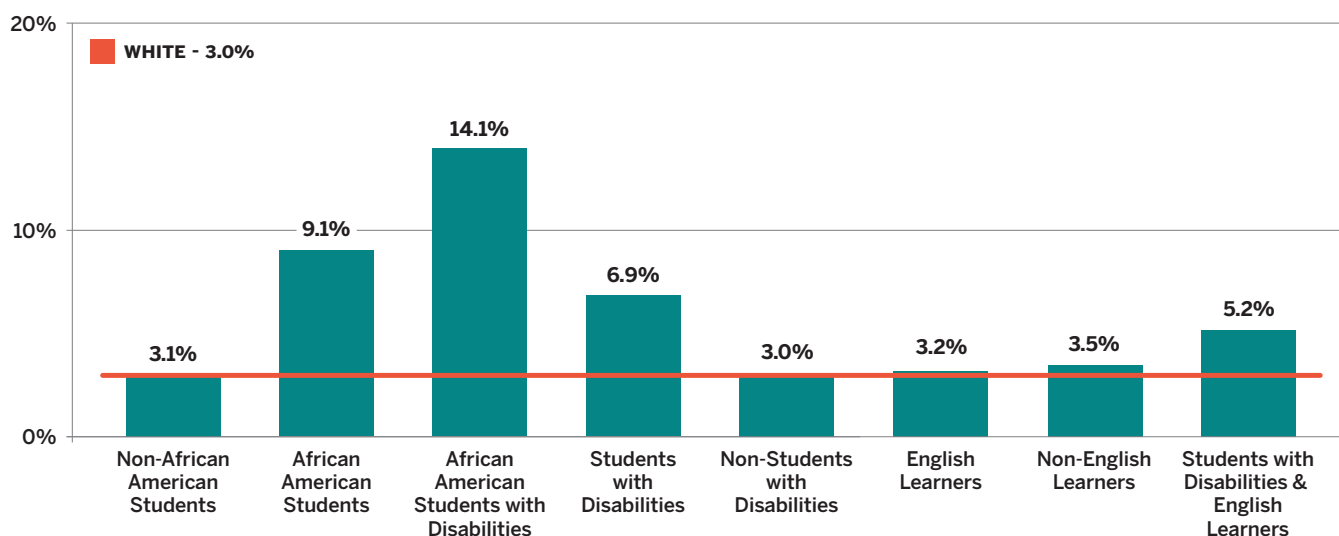
with poor student achievement, higher suspension rates, and dropout rates than ISS (Noltemeyer, Ward, & Mcloghlin, 2015). However, evidence shows that because ISS removes students from their classrooms, it decreases the amount of instruction they receive (Losen, et. al., 2015). Taking into account the numerous negative consequences of school suspension, especially OSS, brings up the question of what equity looks like when schools address negative student behaviors.

Our Students and Suspensions

Research supports the prevalence of suspensions for certain student groups. In addition, the data underline the intersectional nature of this discipline issue, as presented below:

- In California, students with disabilities have the **second highest** rate of suspension after African American students, and they are more than **twice as likely** to receive an OSS than students without disabilities. (Figure 15.)
- The exclusion rate for California's English Learners with no reported disabilities is 3.2% while the rate of English Learners with disabilities is 5.2%. In one study, California was found to have one of the highest rates of exclusionary discipline for English Learners with disabilities (Whitford, Katsiyannis, Counts, et al., 2018). (Figure 15.)

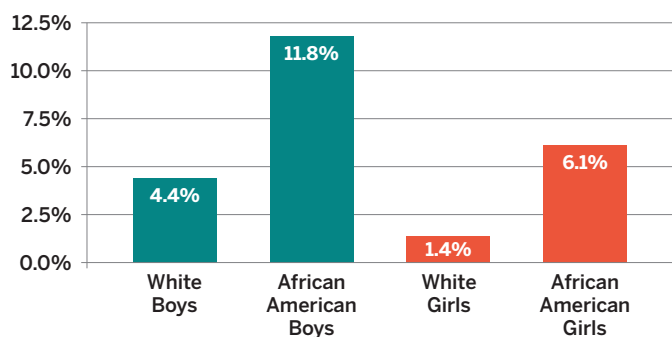
Figure 15. 2018-19 Statewide Suspension Rates



Suspension Rates and School Discipline

- African American students are **no more likely** than other groups of students to engage in unsafe or rule-breaking behaviors at school, but are **3 times** more likely than their white peers to be suspended nationally (Parker, [2015](#)). More specifically, California suspension rates have shown that African American girls experienced OSS at a rate about **4 times** higher than White girls, and African American boys were suspended about **3 times** more than White boys. ([Figure 16](#).)
- In many cases, teachers, administrators, and school resource officers disproportionately discipline students for “discretionary offenses with vague definitions,” authors Ajmel Quereshi, Senior Counsel, and Professor Jason Okonofua argue ([NAACP Legal Defense & Educational Fund, Inc., 2017](#)).
- Other populations of students that disproportionately experience suspension include Latinx and Native American students. These students not only experience suspensions more often than their White peers, but also for longer periods of time.

Figure 16. 2018-19 Statewide Suspension Rates by Race/Gender



In-School Arrests

While school resource officers (SROs) are used to help maintain a safe school environment, their presence is also a source of controversy when it comes to managing student misbehavior. Noting the relationship between school resource officers and increased rates of exclusionary discipline is especially important considering that students who experience exclusionary discipline are more likely to partake in the juvenile detention system and incarceration later on in their lives (Chu & Ready, [2018](#)). The 2020 Black Lives Matter movement has brought the issue of police in schools into stark focus.

Promising Practices

Oak Grove School District – Reforming Suspension Policies and Practices

Between the 2017-18 and 2018-19 school years, [Oak Grove School District](#) (OGSD) in San Jose, California successfully lowered their suspension rates for students with disabilities, students

experiencing homelessness, and foster youth. [2018 district-level data](#) showed disproportionality in rates of exclusionary discipline. In collaboration with the Santa Clara County Office of Education Differentiated Assistance team over the spring and fall of 2019, OGSD reformed their disciplinary policies and practices, resulting in progress toward equity. (See [OGSD Case Study](#).)

Positive Behavioral Interventions and Supports

PBIS is an evidence-based three-tiered framework to improve and integrate all the data, systems, and practices affecting student outcomes every day” ([pbis.org](#)). PBIS can be beneficial in supporting positive behaviors of students and preventing or addressing challenging behaviors. Rather than using negative reinforcement, such as taking a student out of the classroom (OSS), PBIS can help schools identify a number of ways to positively reinforce desired behaviors. PBIS recommends [alternatives to suspension](#).

Restorative Practices

Conflicts in schools are inevitable. However, one way to bring students together and encourage them to practice conflict resolution is through restorative justice. Restorative justice is intended to be more than sitting students involved in conflict in a circle. Restorative justice practices invite members of the school community to be heard, to reflect on the impact of their actions on others, to take responsibility, and to make amends. Here are some resources:

- Edutopia Implementing restorative justice: A guide for schools**
<https://www.edutopia.org/blog/restorative-justice-resources-matt-davis>
- SFUSD’s Restorative Practices Whole-School Implementation Guide**
<https://www.healthiersf.org/RestorativePractices/Resources/documents/SFUSD%20Whole%20School%20Implementation%20Guide%20final.pdf>

Whatever practice a school decides to use, the emphasis is on creating a school culture that serves to best support our students.

Reflection Questions

- “Disproportionality in out-of-school suspensions is a persistent social justice issue affecting students, families, and schools” (Haight, Kayama, & Gibson, [2016](#), pg. 235).
 - Reflecting on this quote, how can a student’s experience with suspension connect with their experiences beyond their schooling?
 - What can you do to help reduce the disparities shown in suspensions?
- How often do you revisit discipline policies? In what ways do you examine if discipline policies disproportionately affect and/or target certain students and families?



What alternatives to suspension might you implement?
Consider the following policies:

- Homework
 - Dress Code
 - Suspension
 - Tardiness
 - Detention/Saturday School
3. Go deep: For what behaviors are students most often disciplined? At what time in the day and in which locations are students most often disciplined?

Tools

- **Alternatives to Suspension Fact Sheet: Targeted Tier II Interventions**
<https://education.mn.gov/MDE/dse/sped/alt/058197>
- **PBIS World Alternatives to Suspension**
<https://www.pbisworld.com/tier-2/alternatives-to-suspension/>

Resources

- **PBIS Technical Assistance Center**
<https://pbis.sccoe.org/home/Pages/default.aspx>
- **“Don’t Suspend Me: An Alternative Discipline Toolkit”**
<https://www.middleweb.com/36090/a-principals-toolkit-for-suspension-alternatives/>

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SECTION AUTHORS AND CONTENT SPECIALISTS:
THERESE SALGADO & DR. ERICA BOAS

Chronic Absenteeism

Chronic absenteeism results in lost instructional time and, as a result, decreased student achievement. This section defines chronic absenteeism and provides an explanation of why and how chronic absenteeism is a result of multiple equity issues for particular student groups. The section ends with an example of a real life promising practice and relevant tools and resources.

What is Chronic Absenteeism?

The passage of the Every Student Succeeds Act (ESSA) in 2015 required that schools attend to the role that school climate, student engagement, and student health play in student achievement. Schools use rates of student absenteeism as an indicator to measure student engagement. Chronic absenteeism is a measure of how many students miss a defined number of school days (often around 15 or more days) for any reason. It is not the same as truancy (Attendance Works, 2016). Research shows that in addition to lower academic achievement, chronic absenteeism is associated with a number of negative consequences for students, including disengagement from school, course failure, and increased risk of not graduating (Garcia & Weiss, 2018). In California, recent [research](#) shows that rates of chronic absenteeism are slowly increasing.

As explained by the [California Department of Education](#):

The Chronic Absenteeism indicator is based on the number of students who were absent for 10 percent or more of the total instructional school days. For example, most schools have 180 instructional days; if a student is absent 18 or more of those days, the student would be considered chronically absent. The Dashboard reports chronic absenteeism only for grades K–8 (i.e., it is not an indicator reported for high schools). However, the viewer can access chronic absenteeism rates for high schools on DataQuest since it reports these rates for all grade levels (K–12).

There is a correlation between student achievement and number of days a student is absent; the reason for the absence is of little significance when it comes to measuring loss of instructional opportunity (Ginsburg, Chang, & Jordan, 2014). Therefore, in calculating the rate of chronic absenteeism no distinction is made between unexcused absences (truancy) and excused absences. By measuring chronic absenteeism, then, students who may be at risk for chronic absenteeism can be identified, and support for the student and family can be provided.

Equity & Chronic Absenteeism

According to a [report](#) by the U.S. Department of Education, chronic absenteeism in early childhood can prevent children from reaching

important milestones. In addition, chronic absenteeism is a better predictor of whether students will graduate from high school than test scores alone. As efforts are put into place to improve school attendance, it is important to remember that students and families may face considerable barriers when it comes to attending school. When examining the data on chronic absenteeism, it is necessary to continue to ask “why” we see patterns in the data across student demographics that are aligned with overall academic outcomes for the state. According to a [2016 report](#) by the National Association for Elementary School Principals (NAESP), there are six common causes of chronic absenteeism across the grade levels:

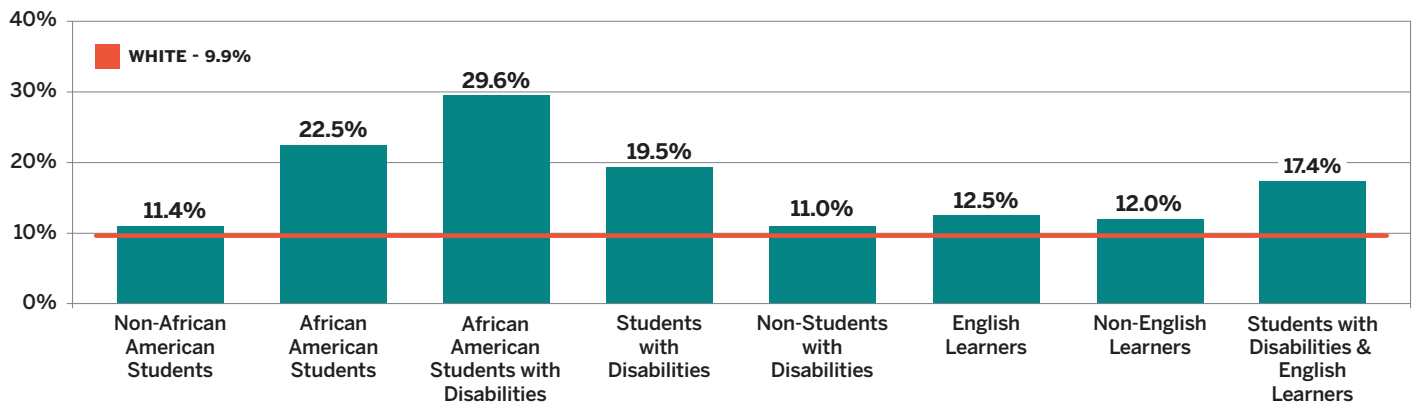
1. Poor grades
2. Bullying
3. Illness
4. Caring for another family member
5. Mental or emotional health issues
6. Difficulties securing housing or food

In addition to the above, the [U.S. Department of Education](#) reports reliable transportation as another barrier to attending school.

It is paramount to keep at the forefront what this list shows: the most common reasons for absenteeism exist beyond the control of students and their families. The highest rates of chronic absenteeism in California are experienced by students who are African American (22.5%), Native American (21.8%), and Pacific Islander (20.2%). Black children are 40 percent more likely than their Hispanic peers to be chronically absent. The reasons vary, but can include: poor health, limited transportation, and a lack of safety—which can be acute in economically disadvantaged communities and areas of poverty (U.S. Dept. of Education, 2019).

When looking at the data, it can be further observed that the above named student groups are also the racial/ethnic groups who experience the most socioeconomic disadvantage. It is notable that the common causes of chronic absenteeism listed above are deeply rooted in racial and economic inequalities that reach far beyond schools. These include food insecurity, chronic health problems/poor health care, lack of access to affordable health and child care.¹ If chronic absenteeism is an indicator that a student is experiencing loss of instructional opportunity and may not graduate from

¹ The detrimental consequences of structural health inequities have been made radically visible in the COVID-19 period when African Americans have disproportionately accounted for 34% of COVID-19 deaths but make up 13% of the U.S. population (Aubrey, 2020). African Americans are more likely to experience poverty (and, therefore, stress) and have underlying health conditions (see [interview](#) with Dr. Uché Blackstock). Like other institutionalized racial inequalities, these health disparities have a [long history](#) in the United States.

Figure 17. 2018-19 Statewide Chronic Absenteeism Rates

high school (and will therefore be more likely to work a low-wage job or spend time in prison), then focusing attention on chronic absenteeism is worth every effort. Focused work to address chronic absenteeism has the potential to positively impact educational success rates. Yet, given the causes of chronic absenteeism for students, it is vital that students and their families be afforded the understanding and support needed to regularly attend school. The following practices can guide work to positively respond to barriers to attending school.

Promising Practices

While not every one of these causes can be remedied through schools, there are practices that can be used to support students and families and help them to be at school more often. The general philosophy behind these practices is to establish processes and routines for regularly checking the attendance data, following up with students and families in a caring and supportive way, understanding the unique situation each student experiences, and creating ways to build a more inclusive and welcoming culture where every person feels a sense of belonging. AttendanceWorks is an organization that focuses exclusively on issues surrounding chronic absenteeism. They conduct research and develop action-oriented [tools](#) for schools and districts to address their equity needs around chronic absenteeism.

Alum Rock Union School District – An Equity Case Study

Between early 2019 - 2020, the Alum Rock Union School District (ARUSD) in San Jose, California engaged in an in-depth, long-term project to address their seemingly perpetual problem of chronic absenteeism. The ARUSD group knew they needed to do something differently in order to bring their attendance numbers up. With guidance from the Differentiated Assistance and District Support team, they began work using an improvement science approach to investigate their system. Based on findings from their systems exploration, they fine-tuned their attendance tracking system and created routines to cultivate a feeling of increased belonging at their sites. The details of their process were intrinsic to their success, and are further elaborated in the [ARUSD equity case study](#).

Reflection Questions

1. What are the prevailing beliefs in your school/district about why students are chronically absent from school? How do these beliefs play a role in how attendance is managed?
2. What are your current policies and practices for encouraging attendance? If you have reward systems in place, how are you ensuring that these rewards are equitable?
3. Given the common reasons for chronic absenteeism presented above, how might you change your current practices so that students can come to school with greater frequency?
4. What is your current process for tracking attendance? What codes do you use? Are they consistent for all students? How might you make your attendance tracking process more individualized so that you are following up with students and families?

Tools

- **California Department of Education Chronic Absenteeism Indicator Explanation** <https://www.cde.ca.gov/ta/ac/cm/documents/chronicabsenteeism.pdf>
- **Alum Rock Union School District Attendance Tracker** <https://tinyurl.com/ARUSDAttTra>
- **The Education Trust – West: Chronic Absenteeism Fact Sheet** <https://tinyurl.com/y48c8qgf>

Resources

- **8 Ways to Prevent Chronic Absenteeism** <https://www.educationdive.com/news/8-ways-to-prevent-chronic-absenteeism/527794/>
- **Attendance Works: Take Action for Educators webpage** <https://www.attendanceworks.org/take-action/educators/>

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SECTION AUTHOR & CONTENT SPECIALIST: DR. ERICA BOAS

Academic Achievement: The Opportunity Gap

Within the California school accountability system, “academic achievement” generally refers to the outcomes of the annual performance of students on English Language Arts, math, and science standardized assessments. Yet, in order to think and talk about equity with respect to student achievement, we must place emphasis on the inputs of student achievement. This section begins with a general definition of the measures of “academic achievement”, then provides a description of factors that influence academic achievement, presents a discussion of the “achievement gap” vs. the “opportunity gap”, and concludes by highlighting promising practices and tools for addressing the disparities in academic achievement.

Defining Academic Achievement

The California Assessment of Student Performance and Progress (CAASPP) system comprises several tests, including a set of California Alternate Assessments (CAA) for students with disabilities. In addition to the CAASPP system, there is also the English Language Proficiency Assessments for California (ELPAC) system, which is used to assess the progress of the English language proficiency of students whose primary language is not English. (For more information, see the [CAASPP website](#).) Scores on these assessments indicate the levels at which individual students and student groups are at, above, or below standard. At a glance, it is obvious that there are large disparities in the test scores among the classified student groups. (Figures 18 & 19)

However, while the state data may define academic achievement using these standardized assessments, there are far more ways in which academic achievement can be demonstrated. There is little agreement over which measures best demonstrate student academic achievement. Some common measures of academic achievement include grade point average (GPA), course placement,

postsecondary [enrollment](#), meeting of [A-G requirements](#), SAT scores, or attainment of a high school diploma. These data should be locally available to educators, and once attained, it will be vital that schools and districts disaggregate the data to investigate disproportionality (see section “[Using Data to Inform Equity](#)”).

Opportunity Gap vs. Achievement Gap

The data points outlined above may clearly show [achievement disparities](#) among student groups, yet the way we think about the factors that influence the outcomes of academic achievement are what need to be investigated as we work toward equity. Common factors that are identified as the causes for unequal outcomes include individual traits such as motivation and grit, social factors such as peer influence and family education levels, structural aspects such as school/teacher quality, and access to an engaging and rigorous curriculum. How we define the problem, and where we place responsibility for the problem will lead us to where we find the solution. Therefore, if we place responsibility on an individual student, our solutions will focus on changing that student. If we blame groups of students or their families, then our solutions

Figure 18. 2018-19 Statewide CAASPP Scores – ELA

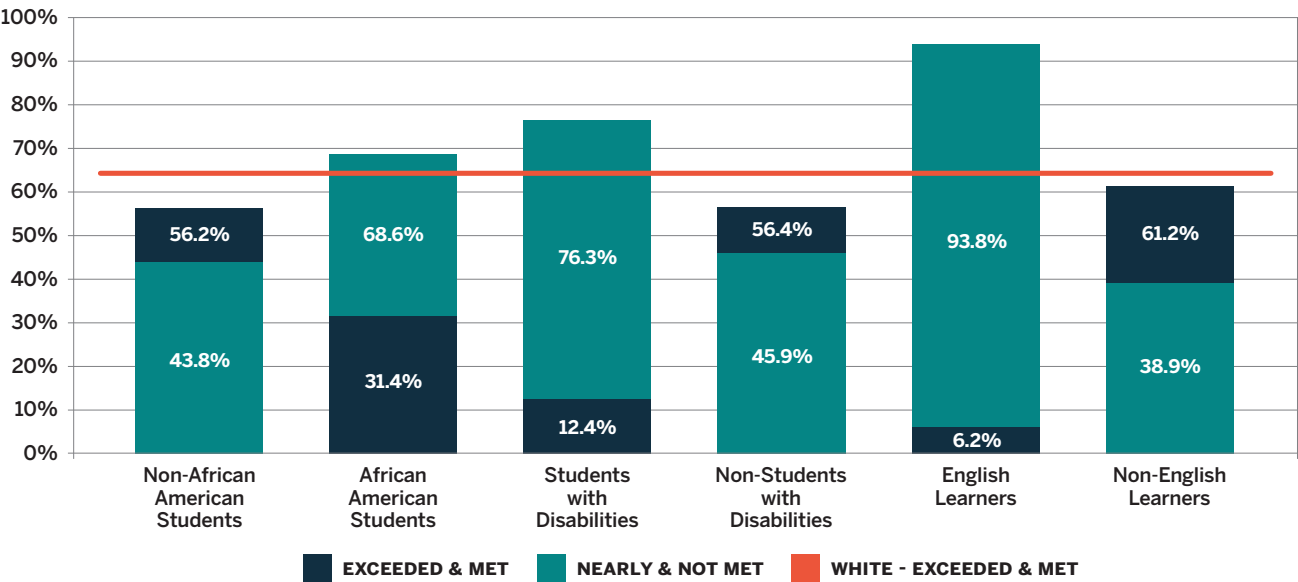
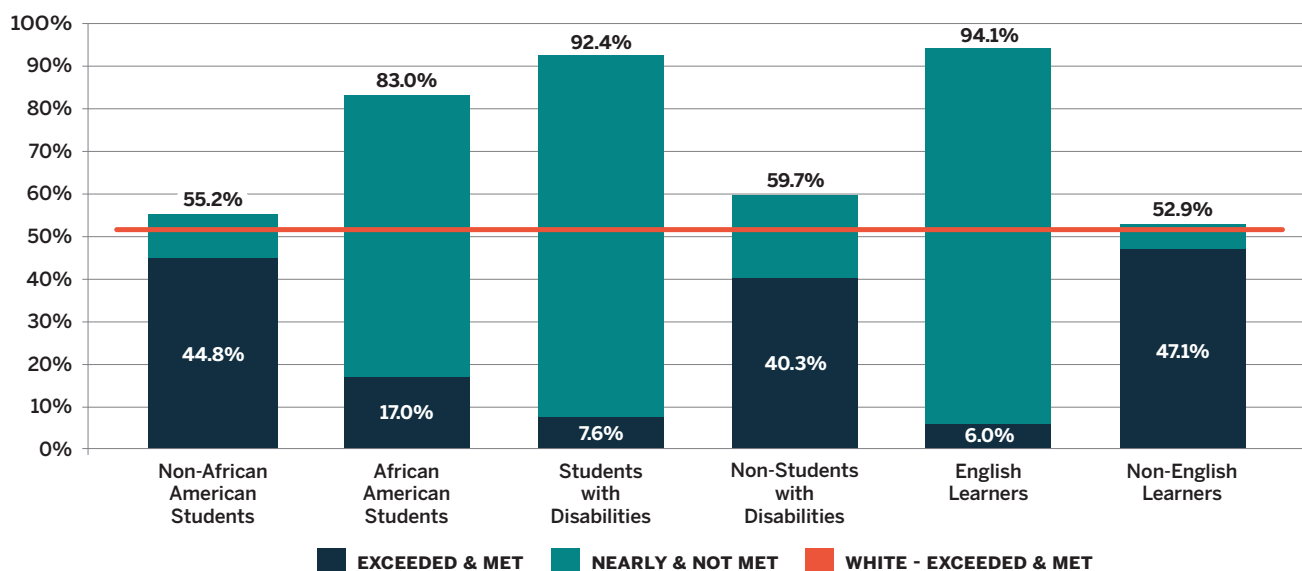


Figure 19. 2018-19 Statewide CAASPP Scores – Math



will logically be focused there. However, if we understand and can see that the problem lies in the system that has been created and maintained to produce predictable, patterned outcomes, then we will seek solutions to change the system.

If the fundamental work of educational equity is to change systems of oppression, then we must continue to place our attention on those systems, rather than on individual people or their cultures. The system is made up of policies, routines, practices, and structures that perpetuate inequity. It may be easier for some to focus the burden of responsibility on the families of students or the students themselves using an individual or cultural deficit framework. Placing blame for low achievement on an individual does make room to see systemic root causes of the “opportunity gap” (Carter & Welner, 2013).

When we talk about an “opportunity gap” within education, we are compelled to see achievement outcomes less as an individual’s ability to perform well in school, and more as the work of a system that creates relevant and engaging opportunities, makes them accessible, and supports students in their pursuit (see this [video and article](#)). However, as Carter and Welner (2013) explain, opportunity has much to do with the web of economic, social, health, and geographic factors into which a person is born. Therefore, the term itself (like the term “pushout”), helps us to keep our equity work focused on how structures and processes are set up to have disparate outcomes.

Promising Practices

In a 2013 Stanford report, Wentworth, Kessler, and Darling-Hammond outline three main characteristics of elementary schools that were successful in closing this gap:

- Each school was led by a dedicated principal who supported teacher recruitment and development, thus ensuring the

school had a solid foundation to provide challenging learning experiences to students based on their individual strengths and needs.

- Each school made the most of scarce resources, ensuring that all resources (people, time, materials, and funding) were aligned with the district’s goals.
- Each school was marked by a high degree of relational trust among all members of the school community

[Schools of Opportunity](#) is a program of the [National Education Policy Center](#) that aims to recognize schools that engage in robust work to close the opportunity gap for their students. The schools that are recognized by the program are those that are not necessarily resource rich, yet they strive for and achieve equity and excellence. They base their criteria for selection on the principles of the book [Closing the Opportunity Gap](#). From a Washington Post article by Valerie Strauss (2019), she highlights a California school recognized by the Schools of Opportunity Program:

Social Justice Humanitas in Los Angeles is designed around small learning communities that address broad, inter-disciplinary themes. Ethnic Studies has been part of the core educational program since the school opened. In addition to elective options for students to take Mexican American Studies and African American studies, all social studies classes use an Ethnic Studies framework as a foundation for building their curriculum, thus giving students access to four years of culturally sustaining learning opportunities. The school has virtually eliminated the need for suspensions by embracing restorative practices that address socio-emotional needs and that grow mindfulness.

Academic Achievement: The Opportunity Gap



Reflection Questions:

1. What are your deeply held beliefs about why the “achievement gap” persists? Does this change when you think in terms of an “opportunity gap”?
2. Who is achieving at your site? Who is not? How is this defined? How are students supported?
3. How do you define achievement beyond and in tandem with traditional measures of academic success?

Resources

- **Stanford Center for Opportunity Policy in Education: How to Close the Opportunity Gap: Key Policy Recommendations**
<https://edpolicy.stanford.edu/sites/default/files/Opp%20Gap%20Policy%20Recommendations.pdf>
- **NEA Strategies for Closing Achievement Gaps**
<http://www.nea.org/home/13550.htm>
- **Closing the Achievement Gap: Resources for School Administrators Looking to Make a Change**
<https://soeonline.american.edu/blog/closing-the-achievement-gap>

Tools

- **CA-1 Course with Micro-Credential Badge: “Reading Instruction that Develops Proficient Readers”**
<https://www.learningdesigned.org/node/975/initiative-resources>
- **Schools of Opportunity Selection Criteria**
<http://www.schoolsofopportunity.org/selection-criteria>

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- Carter, P. L., & Welner, K. G. eds. (2013). *Closing the Opportunity Gap: What America Must Do to Give Every Child an Even Chance*. Oxford University Press.
- Wentworth, L., Kessler, J., Darling-Hammond, L. (2013). *Elementary Schools for Equity: Policies and Practices that Help Close the Opportunity Gap*. Stanford Center for Opportunity Policy in Education.

SECTION AUTHOR & CONTENT SPECIALIST: DR. ERICA BOAS

Graduation Rate

This section provides an overview of the California Dashboard Graduation Rate Indicator. It makes a case for using the term “pushout” in place of “dropout” and highlights the causes for non-graduation. Relevant promising practices, tools, and resources are offered.

Graduates, Non-graduates, and Equity

The percentage of students graduating from a high school each year reflects the capability of a school system to meet the varying needs of high school students once they enter the school. The graduation rate indicator is therefore the measurement of several factors that lead to a student graduating or not graduating.

From an equity perspective, it is necessary to learn the causes of non-graduation; that is, an examination of equity and graduation rates focuses on how schools are teaching and treating those students who are not graduating. An equity lens emphasizes that the system is failing students and not the other way around. For this reason, “pushout”, coined by George Dei in 1997, aptly describes what happens to students who do not graduate from high school. In a [2015](#) article he writes, “The messages sent by schools—what is valued and deemed legitimate knowledge, what is discussed or not discussed in classrooms, what experiences and identities count or do not count, and how students are perceived by educators” lead to non-graduation for a good number of students.

Generally stated, the high school graduation rate is the percentage of students who enroll in a high school in the 9th grade and graduate from that high school with a standard diploma four years later. California’s 2018-19 graduation rate for all students at 84.5% parallels the national graduation rate (84.6% in [2016-17](#) according to NCES). When we compare graduation rates across student groups, it is easy to see that there are differential outcomes for student groups. For example, [Figure 20](#) shows that while California-wide the graduation rate in 2018-19 was 84.5% for all students, while for African American students it is almost a full eight percentage points lower. (See [Figure 20](#) for graduation rates for students with disabilities and English learners.)

In addition to academic results, high school graduation is an important predictor for overall health outcomes. High school graduates have less chance of being in prison ([U.S. Bureau of Justice Statistics](#)), greater financial stability as adults ([U.S. Bureau of Labor Statistics](#)), and fewer health problems (Hahn, et. al., [2014](#)). With respect to outcomes in California, rates of graduation show disproportionality across race/ethnicity, language, and disability status, as shown in [Figure 20](#).

To change graduation rates, the [factors influencing graduation outcomes](#) must first be uncovered. After all, a graduation rate is simply an outcome in statistical form which reflects the extent to

which a school, district, or county has put into effect the complex processes and structures required to achieve equity for its students. Therefore, a close, comparative investigation of the graduation rates of student groups can help educators and community members to ask equity questions and direct explorations of the educational process through those questions. Like all equity work, this is a robust, multidimensional undertaking that requires deep reflection, understanding, collaboration, and patience.

Finally, it is also very important to remember that not every student can stay in school to earn their high school diploma. It may just not be possible. For this reason, there are [alternatives to a high school diploma](#). However, the efforts made to welcome students into schools and cultivate learning environments that are engaging and respectful will result in more students graduating from high school with a diploma.

Presented below are promising practices of systemwide efforts put in place to address inequalities in graduation rates.

Promising Practices

Graduation Equity Initiative (Washington State)

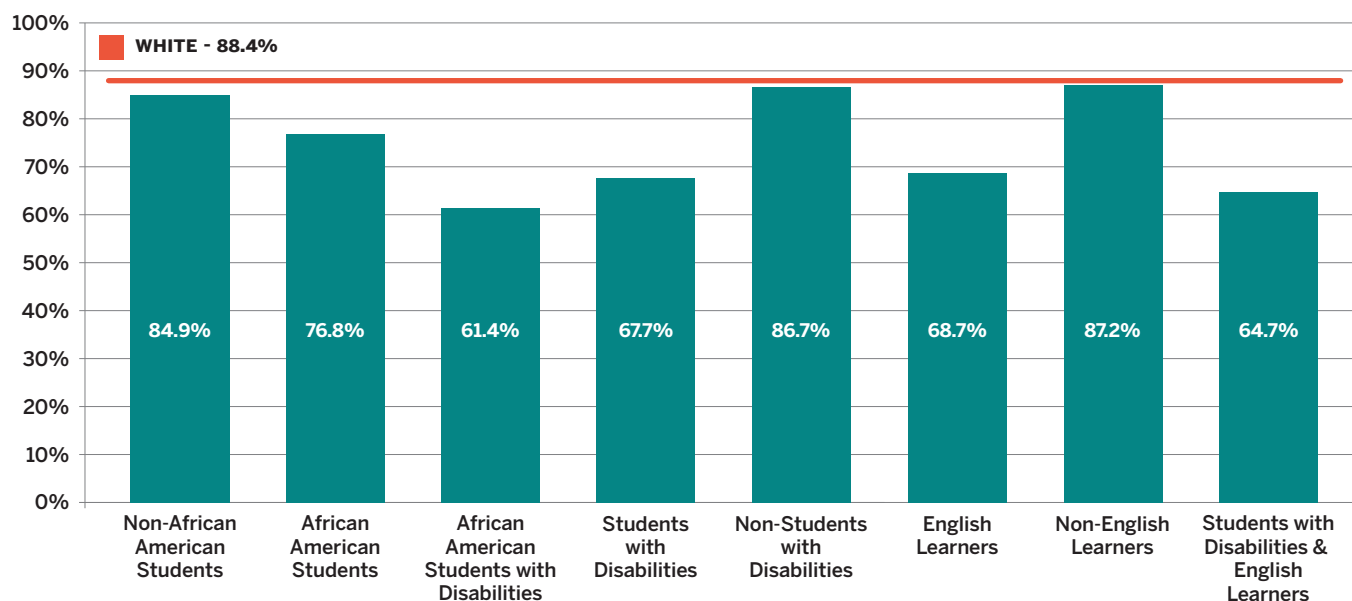
“We did not focus on graduation rates, we focused on meeting the needs of kids,” writes Mary Beth Tack, Director of Teaching and Learning for the Kelso School District in Washington State. Changing student outcomes requires shifting the focus from the outcome to the student, and this is the core facet of Washington state’s [Graduation Equity Initiative](#). This well-developed initiative can be used as a model for schools, districts, and counties hoping to improve graduation rates, and it makes public some of the tools used to conduct the necessary investigation and actions to improve graduation outcomes. Starting with a committee of community members, teachers, administrators, parents and students, they used a [data reflection protocol](#) to take a deep dive into their data. Next, they expanded their system’s options and opportunities so that they could better meet the needs of all of their students. From this, they developed a “road map” to provide educators with a clear navigation process so that they could better address: early learning and intervention, improved classroom instruction, and focused on getting students ready for career, college, and community engagement.

Early Warning Indicators

[Diplomas Now](#), a research-based program focused on improving

Graduation Rate

Figure 20. 2018-19 Statewide Graduation Rates



graduation rates across the nation, provide [evidence](#) that looking out for “early warning indicators”, or signs that a student is falling off track for graduation can be effective for keeping students in school. These early warning signs include:

- Attendance: less than 85% attendance
- Behavior: an unsatisfactory behavior mark or suspension
- Course performance: an F grade in English or math

Reflection Questions:

1. Who are the “non-graduates”, and how is disproportionality presented in these outcomes?
2. What practices are currently in place to support student groups who have been identified as being “at-risk” for being pushed out of school? In your context, are there practices at the school site that may stifle student groups?
3. What are the practices in place to support students to graduate?

Resources

- What Works Clearinghouse: Preventing Dropout in Secondary Schools
<https://ies.ed.gov/ncee/wwc/PracticeGuide/24>
- A Practitioner’s Guide to Implementing Early Warning Systems
https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/REL_2015056.pdf

Tools

- Panorama Education: Creating a Portrait of a Graduate
<https://tinyurl.com/y84okmlt>

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SECTION AUTHOR & CONTENT SPECIALIST: DR. ERICA BOAS

College and Career Readiness

In this section, the California State Dashboard College/Career Readiness Indicator (CCI) is explained. Recommendations for engaging in inquiry on the CCI and your system, a promising practice, tools, and resources are offered.

What is the College/Career Readiness Indicator?

As California transitioned to the [Local Control Funding Formula](#) (LCFF) and the [Local Control and Accountability Plan](#) (LCAP), the measurements for achievement also changed. One of the measures put into place is the [College/Career Readiness Indicator](#) (CCI) for high schools. According to the California Department of Education, “College or career readiness means completing rigorous coursework, passing challenging exams, or receiving a state seal.” (See the 2019 [CDE Dashboard Technical Guide](#), p. 79-91.) While related to the Graduation Rate Indicator, the overarching purpose of the CCI is to provide a measure that will help schools and districts gauge the ways in which the courses of study offered to students support them in becoming career and college ready. To this end, students can meet one of three standards: Prepared, Approaching Prepared, and Not Prepared. In an early report exploring the potential of this indicator, Bae and Darling-Hammond (2014) write:

If we are thoughtful about how to include meaningful career-ready indicators in the LCAP and in the high school graduation and transition systems, coupled with college indicators, we will be able to encourage the provision of higher quality learning opportunities to students. Such advances will also signal to students, parents, educators, and business and industry leaders that there are multiple pathways to postsecondary success and the ultimate goal of secondary education is to prepare all students equally for college and careers (p. ii).

The idea that *all* students will be prepared for college *and* careers is the core equity concept of this indicator. Because there are several ways to meet “Prepared”, undertaking intentional equity work that will result in improved outcomes requires attention to the multiple pathways offered by schools and districts. The California outcomes on the CCI reflect vast disparities among the student groups. With only 23.7% of African American students, 16.8% English Learners, and 10.8% of students with disabilities meeting “Prepared”, we have a clear challenge (Figure 21).

It is important to note that while the indicator itself is one that affects high schools, the work needed to change these outcomes is the responsibility of all levels of education. Like graduation rates, the outcomes reflected on the CCI are the result of a continuum of opportunity disparities that start long before

students reach high school graduation. So although this section focuses on work done at the high school level to advance equity for students, elementary and middle schools must also consider how they can ensure that all students transition to the next level of schooling prepared to succeed.

Recommendations for Learning more about your System and the CCI

The following are steps to take that can help you to better understand where the equity gaps exist in meeting “Prepared” on the CCI.

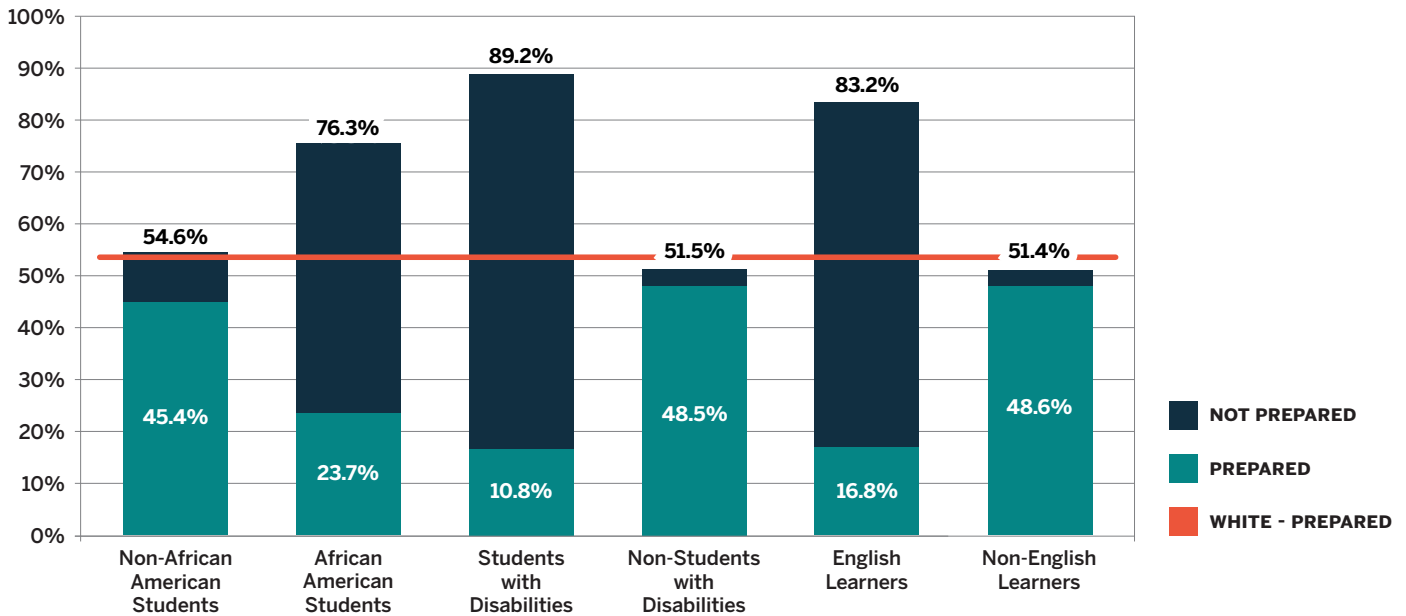
- Familiarize yourself with the criteria for the CCI.
- Disaggregate the data to investigate outcomes for those student groups not meeting prepared (see section [Using Data to Inform Equity](#)). It is likely that your school/district’s data reflect the state data. Take an intersectional approach to see if you can dig deeper. For example, if your students who are English Learners are routinely not meeting “Prepared”, dig deeper and look intersectionally to see if these ELs are also SWD or Latinx students, for example.
- Conduct a transcript analysis/audit of past students to examine why students did not meet the standards. Often, students are not offered a sequence of courses that would allow them to complete the A-G requirements necessary for admission to a UC/or CSU school. ([Student Profile Audit](#))
- Learn more about the feeder middle school(s) and how their system is preparing students to enter high school.
- Conduct empathy interviews with counselors, teachers, and students to find out more about the supports students receive in their coursework.
- Investigate the system from a high level to learn more about how students are academically tracked and what happens to them once they are on a specific track. (See reflection questions.)

Promising Practice:

The [School Counselor Leadership Network](#) (SCLN), a collaborative of the [Riverside County Education Collaborative](#) (RCEC) is a program that helps schools support students in preparing for college and career after graduation from high school. In this program, the role of school counselors is seen as critical to the work of preparing students for college and/or careers after high school. The purpose of the network is to, in their words, “provide

College and Career Readiness

Figure 21. 2018-19 Statewide College and Career Readiness Rates



opportunities to collaborate and share best practices to create a high performing culture, promoting college and career readiness. Our goal is for Riverside County students to be successful in completing a rigorous course of study in pursuit of a seamless transition to postsecondary education.” One of a variety of programmatic activities, the RCEC leads an in-depth transcript audit with the SCLN where they take an intersectional dive into their district/school data to investigate the ways in which their system may be resulting in disproportionality across student groups. Equipped with this information on the results their system is producing, the counselors are then able to address equity problems at their root causes. (See the linked websites for more information and materials.)

Reflection Questions:

1. What is the tracking system in place at your school/district? Does this process set up students to meet career AND college readiness? Is it flexible so that students can changetracks?
2. How are checkpoints put in place for students as they progress through their high school years? Who checks in with them?
3. What are the beliefs behind student achievement, especially for those student groups who have been historically and currently failed by the education system? What language is used (or not used) to talk about them?
4. How is the balance met between Career/Technical Education (CTE) and College Preparation Education? Are there certain students who are assumed to be on one track versus the other?

Resources

- **The Education Trust - West: Educational Opportunity Audit & Blueprint for Action Resources**
<https://west.edtrust.org/diploma-matters-educational-opportunity-audit-blueprint-for-action-resources/>
- **California Department of Education 2019 Dashboard Technical Guide**
<https://www.cde.ca.gov/ta/ac/cm/documents/dashboardguide19.pdf>
- **Riverside County Education Collaborative College and Career Ready** <http://www.rcec.us/>

Tools

- **Student Profile Audit Protocol**
<https://docs.google.com/document/d/1YrtirNBm0hru8Fc-15i7ucKrRszhOMidH55cXXZqkDCo/edit>

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Student Engagement

This section explores the vital role that student voice plays in school decision-making processes. At the heart of this work is cultivating strong and healthy relationships between students and the adults that make up a school community.

What is Student Voice?

"Those closest to the pain should be closest to the power, driving & informing the policymaking," tweeted Representative Ayan-na Pressley on June 30, 2018. This includes students and the decisions about the education system that directly impact them. Students who are Black, Indigenous, People of Color (BIPOC) have been historically marginalized and excluded from positive learning environments that value their cultures and knowledge. It is imperative that these students in particular are brought to the table in decision-making activities. Education Code sections 52060 and 52066 guarantee that students have the right to be involved in a formal process to develop their districts' LCAP which includes the formulation of a plan for student engagement as outlined in the Statement of Model Practices for the Local Control Funding Formula ([LCFF](#)) [Priority 5: Student Engagement](#). These include: implement a plan to address student engagement; seek to understand the needs of all students; and support families and students through positive learning environments. The foundation for the model practices is the need for strong positive relationships between students, their families, and schools.

Student-Teacher Relationships

There is research on the positive and negative impact that student teacher relationships can have on student learning. In their analysis of the research related to student teacher relationships and their impact on learning and student engagement, Roorda, Koomen, Split and Oort ([2011](#)), found that a negative relationship can impact student attendance and participation in school. Hattie ([2009](#)) found a student teacher relationship can have a positive impact and suggests that it is up to teachers to provide a caring and understanding relationship to improve student engagement and achievement.

According to the National Council of Teachers of English ([2018](#)):

The first days of school should be centered around building community through authentic relationships. We believe that students need to trust their teacher in order for the relationship to give way to learning and growth. It is important for teachers to build these relationships responsibly by treating their students with respect and using a culturally sustaining pedagogy (CSP). Building these trusting relationships with students provides an inclusive environment and builds a sense of belonging for students in the school community.

Creating space for student voice is an essential component of building a strong positive teacher student relationship. By holding interviews and conducting surveys, schools and districts can create a space for student voice. [Student engagement](#) can be increased by expanding opportunities for collaboration and decision making in the classroom (Mitra, [2007](#)). The Center for American Progress website offers a guide with case study examples on [Elevating Student Voice in Education](#). The benefits of student voice as part of the school culture are an increase in student agency, student autonomy in learning, and the creation of independent learners. In the classroom, teachers should enable students to be [active participants](#) in their learning. Effective teachers respond to student feedback by adapting their instruction to meet the needs of all learners.

Another method schools can use to build student voice, engagement and belonging is to expand [student leadership](#). Student leadership needs to be shared and not be represented by a handful of students. Leadership potential is inherent in all students, not just a few. When students listen and represent other students, they are taking on an increased responsibility

Effective schools build a culture where teachers and students work together, and where student voice, agency and leadership are understood as inter-related factors that contribute to the notion of empowerment... When students experience a sense of belonging and significance through voice, agency and leadership, they are likely to articulate their sense of empowerment...

– Victoria State Government Education and Training (2020)

Student Engagement



in the school community. An example of this work can be found in [Californians for Justice](#). For over 20 years Californians for Justice has worked at ensuring that student voice is listened to and engaged in changing public education, the community, and youth leadership. Realizing how student voice can be not just informative but transformative is shown in the Californians for Justice [Spectrum of Student Engagement](#).

Reflection Questions:

1. To what extent does your school/district engage student voice so that is not just heard, but listened to in authentic ways that result in change? What are some examples of how student voice is engaged?
2. How are the practices and behaviors of “positive student-teacher relationship” understood in your context?
3. How can schools and classrooms increase opportunities in achievement and engagement while providing a sense of belonging and a sense of independence and responsibility for each student’s own education?

Tools

- **CA-1 Course with Micro-Credential Badge: “Relationship-Centered Schools”**
<https://www.learningdesigned.org/node/975/initiative-resources>

- **Organizational youth decision-making assessment**
http://docs.wixstatic.com/ugd/c8aa42_b5b4903e19d645e-fbbb8a66d8501d166.pdf

Resources

Californians for Justice:

- **Student Engagement**
<https://caljustice.org/issues/student-engagement/>
- **Keeping Students at the Heart of LCFF**
<https://caljustice.egnyte.com/dl/eaxUYNvVPr/>
- **Student Voice Matters Video**
https://www.youtube.com/watch?v=Hk44_CkEOIA&feature=youtu.be
- **California Youth Leadership Forum**
https://www.edd.ca.gov/Jobs_and_Training/Youth_Leadership_Forum.htm
- **Elevating Student Voice, Center for American Progress**
Elevating Student Voice in Education
<https://www.americanprogress.org/issues/education-k-12/reports/2019/08/14/473197/elevating-student-voice-education/>
- **Free Child Institute**
<https://freechild.org/YAPTips/>
- **Learning from Student Voice: California Youth Truth Student Survey**
<https://youthtruthsurvey.org/lfsv-ca/>
- **Victoria State Government Education and Training (2020).**
Dimension: Empowering students and building school pride.
<https://www.education.vic.gov.au/school/teachers/behaviour/engagement/Pages/default.aspx>

Books

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Family Engagement

Developing relationships with families and the people who make up the school community is a core equity practice. The Local Control Funding Formula provides guidance on Family Engagement, and this section expands what it means to engage with families so that they are included in decision-making processes and community practices at various levels of school life. Families bring rich knowledge and understanding of their children, and they should be invited in as collaborators and leaders in school life. The section concludes with an expanded offering of resources for cultivating relationships with families.

What is “Family Engagement”?

As one of the strongest predictors of student success, family engagement is an essential component of equity work at all levels of the public education system (Weiss, Bouffard, Bridglall, & Gordon, 2009). According to a [2016 report](#) written by researchers at McREL International for the U.S. Department of Education, family engagement is:

...about building relationships between educators and families and community members. It is an ongoing process of meaningful interaction between schools and families that involves two-way communication and a purposeful focus on supporting student learning.

Family Engagement & Equity

Like all equity work, engaging families requires relationship-building and integrating efforts across different domains of school life. Practices that foster family engagement emphasize bringing diverse families into decision-making processes and creating environments where all kinds of families are welcome and included as partners in processes of schooling, which is different from traditional models of parent involvement. As Weiss, et. al. (2009) point out, an equity reframe of engaging with families is “co-constructed, shared responsibility because meaningful and effective involvement includes not just parents’, caregivers’, and teachers’ behaviors, practices, attitudes, and involvement with the institutions where children learn, but also these institutions’ expectations, outreach, partnerships, and interactions with families” (p. 4).

Parent engagement should be an equity practice, and it is essential to ensure that approaches to engaging families are equitable in the first place. That is, to the greatest extent possible, representation of families in decision-making processes should reflect the diversity of the school across categories of race and ethnicity, language, religion, gender, disabilities, gender, and sexuality. While difficult, diverse representation of voice is vital. It is therefore suggested that schools and districts choose and follow an equity-centered family engagement toolkit like the one published by the California Department of Education (see under Tools).

But connecting families to schools in meaningful ways is a complex and challenging undertaking that requires changing how we

envision the role of families in the life of schools, [listening](#) closely to families, and then taking action to make that vision a reality.

A mental shift from the belief that school leaders alone know what is best for students and families to one that allows families to collaborate in decision-making processes is necessary for fostering effective family engagement. Action taken to engage families must follow from the core idea that families are collaborators and co-leaders in school life. It should remain, however, that family engagement practices continue to include volunteering in the classroom, fundraising, and acting as part of Parent-Teacher Associations, School Site Council, and the like.



Family Engagement



In addition, it is important that meetings are accessible to families with varying needs. This requires that meetings are scheduled during times that allow for families to attend and in spaces that are not only accessible but also welcoming. Child care should also be provided whenever possible, and effort should be made to bring in translators for those who need it. Even if your meetings cannot meet the needs of all families every time, showing that you are making efforts to create spaces of belonging for parents will go far in cultivating meaningful family engagement.

Cultivating Family Engagement

Over the years, educators and researchers have demonstrated that family engagement is key to healthy school life. To support efforts in engaging families, several organizations and individuals have developed toolkits, frameworks, and other resources for developing the structures, processes, and mindsets necessary for engaging families. A select list follows.

Reflection Questions

1. Which families are currently involved in school decision-making? Which are not?
2. How does your school or district currently invite families to collaborate in decision-making and leadership? Are there aspects of the current method that may be barriers to participation? What changes can be put in place so that more families can (and will) participate?
3. What would ideal family engagement look like, feel like, and sound like? How would you know your school or district had achieved this?

Tools/Frameworks

- **California Department of Education Family Engagement Toolkit: Continuous Improvement through an Equity Lens (CA Department of Education)** <https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf>

- **Family Engagement Framework: A Tool for California School Districts**
<https://www.cde.ca.gov/ls/pf/pf/documents/famengageframeenglish.pdf>
- **Toolkit of Resources for Engaging Families and the Community as Partners in Education (Regional Education Laboratory Pacific for the U.S. Department of Education)**
https://ies.ed.gov/ncee/edlabs/regions/pacific/pdf/REL_2016148.pdf
- **Partners Education in A Dual Capacity-Building Framework for Family–School Partnerships**
<https://www2.ed.gov/documents/family-community/partners-education.pdf>
- **Reducing Barriers to Family Engagement (Panorama Education)**
<https://go.panoramaed.com/whitepaper/reducing-barriers-to-family-engagement>
- **LCAP Best Practices**
<https://ccee-ca.org/documents/workshops/CFJ-LCAP-Community-Engagement-Framework.pdf>

Resources

- **Families in Schools (Los Angeles, CA)**
<https://www.familiesinschools.org/>
- **Family Engagement Institute (Foothill College, CA)**
<https://foothill.edu/fei/>
- **Dual Capacity-Building Framework (Dr. Karen Mapp)**
<https://www.dualcapacity.org/>
- **National Network of Partnership Schools (Dr. Joyce Epstein)**
<http://nnps.jhucos.com/>
- **Beyond the Bakesale: The Essential Guide to Family-School Partnerships (Henderson, Mapp, Johnson, & Davies)**
<https://thenewpress.com/books/beyond-bake-sale>
- **School, Family, and Community Partnerships: Your Handbook for Action (Epstein and Associates)**
<https://resources.corwin.com/partnershipshandbook>
- **Powerful Partnerships: A Teacher's Guide to Engaging Families for Student Success (Mapp, Carver, & Lander)**
<https://www.scholastic.com/teachers/teaching-tools/articles/powerful-partnerships.html#>

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Glossary

Asset-based Approach

A mindset in which educators view and treat their students for the strengths, gifts, and talents that their students bring into the classroom. “Asset-based teaching seeks to unlock students’ potential by focusing on their talents. Also known as strengths-based teaching, this approach contrasts with the more common deficit-based style of teaching which highlights students’ inadequacies” (Association of College and Research Libraries, [2018](#)).

Bias

A tendency, inclination, or prejudice towards or against something or someone.

BIPOC

Stands for Black, Indigenous, and People of Color. This term is used “to highlight the unique relationship to whiteness that Indigenous and Black (African Americans) people have, which shapes the experiences of and relationship to white supremacy for all people of color within a U.S. context” ([The BIPOC Project](#)). In effect, the term illuminates the fact that the U.S. concepts of race were built on white supremacist notions of Blackness and indigeneity.

CA-1

“A road for schools and districts to follow in their efforts to provide a world-class education for each and every student in the state. CA-1 provides information on effective practices that focus on improving equity overall for underperforming student populations” ([CA1 website](#)).

California Equity Performance and Improvement Program (CEPIP)

A two year, 2.5 million dollar grant authorized in 2018 by Assembly Bill 99 to “support and build capacity within County Offices of Education (COEs), Local Education Agencies (LEAs), and schools to promote equity for disadvantaged student populations in California schools.”

California School Dashboard

A tool that “provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.” The [California School Dashboard](#) is where much of the data seen in the *W2EPB* has been sourced.

California Statewide System of Support

The objective of the [California Statewide System of Support](#) is to support Local Education Agencies (LEAs) and their schools in meeting the needs of each student they serve, with a focus on building local capacity to sustain improvement and effectively address disparities in opportunities and outcomes using models of continuous improvement.

California Way, The

The California Way is the belief of the California State Board of Education that education decisions should be state driven, not federally driven.

Continuous Improvement

An ongoing effort to improve services or processes within an organization. These [efforts](#), methodically integrated into daily work of individuals, are consistently measured to understand what is working for whom, and under what conditions.

Culturally Relevant Pedagogy

Acknowledges and utilizes the cultural and historical backgrounds, knowledge, and experiences of students to inform the teachers' classroom and methodology. Employing culturally relevant pedagogy helps teachers to create a bridge between the identities and communities to which students belong, while simultaneously meeting learning objectives and expectations in the classroom.

Culturally Responsive Pedagogy

The cultural knowledge, prior experiences, frames of reference, and performance styles of racially and ethnically diverse students to make learning encounters more relevant.

Culturally Sustaining Pedagogy

Seeks to perpetuate and foster—to sustain—linguistic, literate, and cultural pluralism as part of the democratic project of schooling.

Deficit Perspective/Thinking/Frameworks

Views students through what they do not have, or what they lack, as opposed to seeing them for the assets they possess. This framework is most often applied to students who are BIPOC, students whose first language is not English.

Digital Divide

The gap in access to technology (i.e. a computer, a computer with a webcam, reliable/high-speed internet) among groups, particularly students in the online classroom setting.

Disability Rights

Legally ensures accessibility and safety in transportation and the physical environment; equal opportunities in education, living arrangements, and employment; and freedom from discrimination, abuse, and neglect.

Disability Justice

Challenges the idea that any person's worth as individuals has to do with our ability to perform as productive members of society. It insists that a person's worth is inherent and tied to the liberation of all beings (thebodyisnotanapology.com).

Disparity

The unequal outcomes of one racial or ethnic group as compared to outcomes for another racial/ethnic group.

Disproportionality

The underrepresentation or overrepresentation of a racial or ethnic group compared to its percentage in the total population.

Distributed Leadership

Also referred to as "shared leadership," a conceptual framework for undertaking the challenge of transforming leadership processes, attitudes, and arrangements so that they are profoundly relational, shared, and non-hierarchical.

Equality

An understanding that all students "should have access to the same exact opportunities" (Noguera, [2019](#)).

Equity

"Acknowledging students' differences and giving them what they need to be successful" with a focus on both academic and developmental outcomes (Noguera, [2019](#)).

Equity Literacy

"Equity literacy is a framework for cultivating the knowledge and skills that enable us to be a threat to the existence of inequity in our spheres of influence. More than cultural competence or diversity awareness, equity literacy prepares us to see even subtle ways in which access and opportunity are distributed unfairly across race, class, gender identity, sexual orientation, (dis)ability, language, and other factors." (equityliteracy.org)

Equity-mindedness

A set of attitudes and beliefs that lead to individual and collective behaviors that favor providing people with the resources and support they need to achieve objectives.

Free and Appropriate Education (FAPE)

Accessible education that meets the individual educational needs of students with disabilities.

Gentrification

"The territorial expansion of a wealthy community into a disinvested neighborhood" ([City Lab](#)). Gentrification changes the social and cultural makeup of communities to fit those of the neighborhood's newcomers.

Geo Lead

"Geographical Lead Agencies" and resource/initiative lead agencies were established among the county offices of education (COE) to ensure that they are equipped to meet the needs of local education agencies as they address student outcomes within the state priorities.

High Leverage Practices

A group of researched based practices that are foundational to supporting student learning, particularly for students with disabilities in inclusive settings.

Implicit Bias

"Refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner" (Kirwan Institute, [2015](#)). Implicit bias is unconscious, but it still affects our judgement of others based on factors (i.e. race, disability, gender, culture, language). Also sometimes used interchangeably with "unconscious bias".

Improvement Science

Use of the continuous improvement cycle to solve problems in schools. [Improvement science](#) helps guide districts to identify problems of practice and analyze root causes of behavioral and academic challenges in schools.

Inclusion Collaborative

An equity resource by the Santa Clara County Office of Education. "The The Inclusive Collaborative of SCCOE promotes a culture that values all children by strengthening, sustaining, and ensuring inclusive practices" ([Inclusion Collaborative](#)).

Individuals with Disabilities Act (IDEA)

The goal of IDEA is to provide a free and appropriate education (FAPE) in the least restrictive environment (LRE) for all children with disabilities.

Least Restrictive Environment (LRE)

The range of settings in which a student with a disability may receive their education and services. The least restrictive environment would be the educational setting where the student would spend the most time with their peers.

LGBTQIA+

tands for Lesbian, Gay, Bisexual, Trans, Queer/Questioning, Intersex, Asexual, plus other groups marginalized due to gender and sexual identities.

Liberatory Design

“Builds from the tradition of human-centered design (aka design thinking), which shifts traditional power dynamics related to decision-making and brings forth deeper innovation and agency amidst institutionalized norms and structures” ([National Equity Project](#)).

Local Control Accountability Plan (LCAP)

A tool for local education agencies to set goals, plan actions, and leverage resources to improve student outcomes ([CDE](#)).

Local Control Funding Formula (LCFF)

A system that changed local educational agencies (LEAs) support, funds, and measurement of results needed to help students achieve goals ([CDE](#)).

Local Education Agency (LEA)

Usually a school district, sometimes a school.

Marginalization

The placement of students on the “sidelines,” further facilitating inequitable treatment of vulnerable students.

Multi-Tiered System of Support (MTSS)

An integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students’ academic, behavioral, and social success ([CDE](#)).

On-Ramp

A starting point on the way to equity. On-ramps are designed to help schools, LEAs, and COEs discern where they are at in the process of their equity work.

Opportunity Gap

Relating to the “achievement gap,” describes the disparities in academic achievement due to an inequitable distribution of resources and support given to marginalized students.

Racial equity

Race would not be a predictor of advantages or disadvantages experienced by an individual. Achieving racial equity entails eliminating inequality rooted in the “policies, practices, attitudes, and cultural messages that reinforce differential outcomes by race” ([Racial Equity Resource Guide](#)).

Reflection/Critical Reflection

Giving thought or consideration to one’s own beliefs, understanding, or perspective about a topic. Critical reflection involves assessing these beliefs, where they come from, and their interpersonal or social implications.

School to Prison Pipeline

Describes how the excessive use of exclusionary discipline in schools pushes students, particularly Black males, into the prison system.

Social Justice

The equal access to wealth, opportunities, and privileges within a society.

Special Education Local Plan Area (SELPA)

All school districts and county school offices are mandated to form consortia in geographical regions to provide for all special education service needs of children residing within the region boundaries. Each region, (SELPA), develops a local plan describing how it will provide special education services ([CDE](#)).

Systemic Oppression

Manifests on four levels. 1) the individual - (personal beliefs and actions); 2) the interpersonal (interactions between people); 3) the institutional (practices in an organization); and 4) the structural (across institutions). It is a complex interaction of people, practices, institutions, and ideology that perpetuate inequality ([National Equity Project](#)).

Targeted Universalism

This [framework](#) sets a universal goal while considering all groups involved. The consideration of all groups involves acknowledgement of advantages and disadvantages present.

Universal Design for Learning (UDL)

With an understanding that “one size does not fit all,” UDL is a framework of instruction that takes into account that different students learn in different ways. The goal of UDL curriculum is to be understood by all students and is designed to be flexible for the needs of students ([CAST](#)).

District Case Studies

Alum Rock Union Elementary School District – An Equity Case Study on Chronic Absenteeism

In 2019, the [Alum Rock Union Elementary School District](#) (ARUSD) in San Jose, California engaged in an in-depth, long-term project to address their seemingly perpetual problem of chronic absenteeism. Having scored “red” (lowest) on the [2017-18 California Dashboard](#) for [chronic absenteeism](#) for four student groups, this district began an improvement journey to change these outcomes. The ARUSD group knew they needed to do something differently in order to bring their attendance numbers up. With guidance from the Differentiated Assistance and District Support team, they began work using an improvement science approach. The fine details of their process were intrinsic to their success.

Made up of a team of district administrators coordinated by Barbara Campbell, Director of Academic Services, the ARUSD team started with a root cause analysis ([data inquiry](#), [fishbone diagram](#), Systems Simulation Activity, [empathy interviews](#), and process maps). Knowing that the school sites would be responsible for the groundwork to address attendance, the district team then convened a larger group of site administrators, classified staff, and coordinators to engage in a district-wide root cause analysis with site input using a fishbone diagram as the main tool. From there, all sites were able to provide input while comparing and contrasting the differing factors related to attendance, whether their attendance rates were high or low. When the ARUSD team reconvened to continue their district-level work, they were able to make sense of the problem from multiple levels. Careful not to place blame on parents, students, teachers, or particular sites, they found a number of factors that were possibly leading to high rates of chronic absenteeism across the district. Main challenges included many of the barriers noted above: a gap in strong student-adult relationships or feelings of belonging, transportation challenges in getting to or leaving school, and student or family illness.

All ARUSD sites were encouraged to develop a strategic action to address chronic absenteeism that was based on their school-specific attendance challenge. Not everyone chose to take action in the same way. This is significant since each school had its unique issue and therefore would require a particular response. After testing their action, the cross-site staff would reconvene to share their findings and discuss what they could do differently to improve on their actions.

For example, one elementary school principal, finding that there was a feeling of disconnection for some students, decided to try “[greetings at the door](#)” with one of his first grade teachers who was a good teacher but sometimes had a difficult time building

close relationships with her students and families. He found that the teacher, students, AND families all benefited from this simple change. Before long, other teachers were adopting this practice, and everyone was reporting a greater sense of belonging. Attendance, and especially rates of tardiness, improved slightly overall. Equally important, the morning vibe at school was positively affected.

At another middle school site, realizing that there were gaps in procedure and communication with students who were “at-risk” for being chronically absent, a principal developed and created routines around an “[Attendance Tracker](#)”. With this tool, the principal was able to work with the Community Liaison and Office Assistant to create check-in and follow-up processes with students and their families. This allowed the staff to better understand the needs of the students/families and as a result, how to provide support to help them attend school.

ARUSD engaged in equity work to reduce rates of chronic absenteeism. They succeeded in doing so, moving themselves up from a “red” score to “orange” on the [2018-19 California Dashboard](#) for three out of four student groups. Although their main objective was to improve attendance, because they focused on cultivating relationships, their suspension rates across the district also declined. This work required diligence, collaboration, and a willingness of district and site leaders to deeply investigate their data, to focus on the systems that were holding the problems in place (rather than individual people), and to test small, incremental actions before making larger scale changes.

Morgan Hill Unified School District – An Equity Case Study on Leading for Equity and Impacting School Climate

In 2018-19, the [Morgan Hill Unified School District](#) (MHUSD) began a focused site-by-site effort to change school climate and develop equity-minded leaders. This case study explores the mindsets and subsequent actions of two leaders, experienced but new to their sites. One is an Assistant Superintendent of Educational Services, and the other is a principal placed at a K-8 school in November after the start of the school year.

[California Dashboard student data](#) for the 2018-19 school year showed that 51% of the MHUSD student population was Latinx, 40% was socioeconomically disadvantaged, 16% were English Language Learners, and 12% were students with disabilities. Graduation rates for each of these student groups were in the red (lowest), with chronic absenteeism rates only slightly better. These California Dashboard indicators for academic engagement provided clues to a deep-seated equity problem related to how students were experiencing school. Despite years of dedicated

work by teachers, administrators, families, and students, the data showed little change in outcomes for these historically marginalized student groups.

District-Level Leadership for Equity: 'You have to be Willing to be Disrupted'

To learn about the MHUSD system, the newly hired Assistant Superintendent of Educational Services, Pilar Vazquez-Vialva, began acquainting herself with the district through exploration of the district- and site-level data, talking to various people, and observing interactions at the schools. In her initial investigation, she saw pockets of strong equity work happening in the district but recognized the need to develop the capacity of site-based leadership across the district so that they could develop confidence in their equity leadership. As she described it, the student equity gap begins with an equity gap in leadership knowledge, perspective, and training. Therefore, to eliminate the student educational equity gap, we must be willing to change the way we lead, which starts with a shift in mindset. To disrupt the system, "you have to be willing to be disrupted," she summed up.

However, one must learn *how* to be disrupted. This happens through practice with self-reflection that facilitates diving deeply into personal biases to understand how those biases may be informing decisions. Providing leadership teams opportunities to experience and practice these processes will develop the skills necessary to sustain equity work. This is what Asst. Superintendent Vazquez-Vialva has set out to accomplish, starting with a principal ready to take on the work to change the climate at his school.

Site-Level Leadership for Equity: Building Capacity for Collaboration

In November 2019, Principal Alex Aasen moved from a middle school (grades 6-8) to a highly specialized K-8 Spanish/English dual immersion Environmental Science magnet school. Setting out to create a more inclusive school climate, one of his first projects was to establish a leadership team that would be equity-focused and informed. Knowing that his first step would be to develop equity-mindedness among the teachers, Principal Aasen began to look for people who could become part of a leadership team that would drive equity work at the school. Teachers he strategically chose were not necessarily those who talked about equity, but those who showed through their behaviors that they cared deeply, were willing to go the extra mile, and made relational space for their students. These teachers also demonstrated a capacity for collaboration and sharing of ideas, were themselves open to trying new ideas, and were supportive of their colleagues. Most importantly, these teachers were able and willing to engage in self-reflection, learn from that reflection, and incorporate their learning into new practices and behaviors.

The leadership team was developed through a set of processes and practices. The team was provided a small stipend to meet once a month after school. During these meetings, they explored

equity problems using [Dufour's four critical questions](#) to guide the discussions. An agenda with a built-in minutes log and a section to track action items kept them on track and focused despite the fact that the issues on the table could not often be fully explored--much less resolved--in the time allotted. This work empowered the teachers to drive their own data exploration, to ask their own questions of data and practices, and most importantly, to help them to see equity challenges through a "window and mirror" approach (Bishop, [1990](#); Style, [1988](#)). Teachers were simultaneously engaged in inward-facing self-reflection while examining outward-facing problems.

For Principal Aasen, one of the challenges in undertaking equity work to change the school climate was to develop *all* teachers to be leaders for equity. As he learned about the teachers at his new school, he observed some behaviors and practices that he thought could be redirected toward equity. When he witnessed a teacher treating a student unfairly in front of the entire class, he knew he had to intervene. Over the course of a series of meetings, Principal Aasen provided honest, evaluative feedback to the teacher for an immediate understanding of the impact such disparate treatment has on the student's self perception and confidence in his own future achievement. Although non-reelectioning a teacher is an option, the reason for the low occurrence of non-reelection can be attributed to an established program at the district which provides systematic support and professional development to teachers who receive any area of "needs improvement" on teacher evaluations.

The Teacher Support Network (TSN) aims to "support permanent teachers who have received either a Partially Meets or Does Not Meet Standards" on their teacher evaluations. Through this program, the teacher who has been identified for the program receives a peer mentor "Support Provider" who meets with the teacher to help them develop their pedagogy around two [California Standards for the Teaching Profession](#): 1) student engagement, and 2) assessing and monitoring progress. The core value embedded in the TSN is the belief that teachers can and should be supported to become the best educators possible. Ultimately, working with teachers in this way helps ensure that students then have the best chance for success within the system. It may be necessary at times to release a teacher because their practices do not positively serve students. However, if we understand equity to be a systemic endeavor, then it is absolutely critical that teachers are first provided the support they need in order to improve so that they can develop into the teachers that students deserve.

The MHUSD example demonstrates the complexity and challenges that come with equity work and, within that work, the necessity of developing teachers and leadership who can blaze new trails for equity. More specifically, while still early in this specific process, the MHUSD story shows us that taking steps to transform school climate requires strategy that is built and implemented through strong equity-minded teaching and leadership.

District Case Studies

Mount Pleasant Elementary School District – An Equity Case Study on Improving Academic Outcomes for English Learners

Since 2017, the [Mount Pleasant Elementary School District](#) (MPESD), a small K-8 district located on San Jose's east side, has been engaged in a rigorous equity project to improve learning for their English Learner (EL) students. Drawing on methods of [improvement science](#) and using cycles of inquiry, MPESD has developed teacher expertise and leadership in their equity work to improve instruction specifically for their EL students. After adopting the [EL Education curriculum](#) in 2017, the following school year MPESD initiated their program to engage in cycles of improvement in English and Language Arts (ELA) teaching.

In the 2018-19 school year, MPESD served 1,617 students, with 47% classified English Learners and almost 80% of whom were considered socioeconomically disadvantaged. Their California state assessment scores in ELA for English Learners had increased from the 2017-18 school year, and it was their hope that continued engagement in teacher inquiry would result in sustained improvement. The MPESD case study illustrates how vision, organizational trust, and leadership development are key components in equity work at the systems level. In addition, it also shows the importance of maintaining focused attention on improving instructional practices through activities such as formative assessment, learning walks, and professional development. Finally, MPESD shows us how monitoring progress through data, feedback, and basing actions for next steps on this information is essential to equity work that improves work environments for teachers as well as outcomes for students.

Following the adoption of the EL Education curriculum, in the 2018-19 school year, MPESD initiated Cohort 1 of their "Continuous Cycles of Teaching and Learning" strategy. The strategy was built on the idea that formative assessment is a "promising strategy for helping ELL students with the formidable challenge of learning rigorous academic content at the same time they are learning English" (Alvarez, et. al., 2014, p.21). Yet, early surveys of teachers showed that they understood formative assessment as static, meaning that they used the information gleaned from these assessments to measure student progress, but not necessarily to inform student academic development. Therefore, through engagement with tools and processes based on the [six core principles of improvement science](#), a major part of the MPESD project was to change teachers' mindsets around formative assessment to help them see how these ongoing assessments can profoundly inform improvements in pedagogy and student learning.

In fall 2017 Cohort 1 (made up of nine voluntary elementary and middle school teachers, Teachers on Special Assignment (TOSAs) and administrators) began to learn more about formative assignment while they engaged in cycles of inquiry on their own work with formative assessments in their classrooms. In the

2018-19 school year, they began their in-depth cycles of inquiry, completing a total of four cycles. Administrators and teachers conducted learning walks (or pre-recorded video if that was more comfortable for teachers) where they would observe in classrooms for ten minutes, take notes, and immediately the TOSA would take over instruction of the classroom following the observation. At that time, the principal, teacher, and sometimes the Superintendent would meet in a nearby room to debrief the observation. With the teacher leading the conversation by providing her/his perspective on the instructional strengths highlighted in the observation, the conversation would lead into areas for improvement and, when relevant and possible, an examination of student data. This ten minute debrief would conclude with the teacher describing her/his opinion on what next steps should be taken. Following learning walks conducted with each of the nine classroom teachers, the whole group would convene to engage in collaborative conversations of their findings, their objectives for improving their instruction, and making decisions about their next professional development activity. Integral to their professional development sessions, including three additional sessions held in the evenings and called "Moonlight University", teachers would be provided with collaborative planning time. These sessions would be compensated through their hourly negotiated rate.

One of the standard tools used by MPESD is the [Plan-Do-Study-Act](#) (PDSA) form that is part of the Improvement Science/continuous improvement model (see [PDSA template](#)). It provides a method for planning, developing, and learning from actions taken. Based on what is learned, next steps are planned. This tool is iterative by design, and it aids in tracking which changes to instruction (or processes, procedures, protocols) led to which results. The tool aids in organizing cycles of inquiry by focusing on specific feedback and subsequent actions.

Over the 2019-20 school year, Cohort 1 continued the above processes while recruiting Cohort 2, made up of 11 teachers. In addition, all site administrators participated in this year. In the summer of 2020, they will begin work with teachers from Cohort 1, who planned and facilitated the professional development activities for Cohort 2.

The MPESD teaching for equity process works because at the forefront it is a trust-based model where transparency is evident in all facets of the process. Through this trust, the MPESD model develops teaching, expertise, and leadership capacity at all levels of the district. It is also a learning-by-doing model, which means that there is less time spent in lecture-based learning and more time spent learning through experience.

Oak Grove School District - An Equity Case Study on School Discipline Policies

Between the 2017-18 and 2018-19 school years, [Oak Grove School District](#) (OGSD) in San Jose, California successfully lowered their suspension rates for students with disabilities,

OGSD Suspension Rates	All Students	Students w/ Disabilities	Students Experiencing Homelessness	Foster Youth
2018	2.9%	7.5%	10.4%	12.0%
2019	2.8%	7.0%	5.6%	11.3%

students experiencing homelessness, and foster youth. [2018 district-level data](#) showed disproportionality in rates of exclusionary discipline, as presented in the table below. In collaboration with the Santa Clara County Office of Education Differentiated Assistance team over the spring and fall of 2019, OGSD reformed their disciplinary policies and practices, resulting in progress toward equity.

Using their Multi-Tiered System of Support (MTSS) team for the Differentiated Assistance work, the OGSD team was made up of district coaches, central office administrators, site administrators, teachers, and a union representative. Drawing on [principles of improvement science](#), the OGSD team engaged in a root cause analysis, which included a [fishbone diagram](#), district- and site-level data investigation, [empathy interviews](#), and the creation of process maps that led to the development of a district-wide aim. Importantly, at the center of their root cause analysis were deep conversations about equity that required that the team build trust and will to engage in these difficult conversations. As a result of their investigation, the team chose to focus their efforts on lowering suspension rates for middle school students with disabilities because in examining the statistical data and talking to various stakeholders, they saw that students with disabilities in middle school were being suspended for behaviors that were possibly manifestations of their disability.

One of the key findings for the district that emerged from their equity conversations and systems investigation had to do with a document that was known within the district as the “cheat sheet”. The “cheat sheet” was a procedural document that standardized the process for discipline, delineating which behaviors would result in which disciplinary actions. The “cheat sheet” had been created many years before by Oscar Ortiz, an administrator in OGSD and was appreciated by many in the district for its guidance in making what was seen as fair decisions on disciplinary action. However, through reflection and discussion, Mr. Ortiz and the OGSD team began to see how this document was resulting in inequitable treatment, despite creating uniformity in disciplinary action.

The “cheat sheet” is a wonderful example of equity vs. equality. In referring to the “cheat sheet”, the sole aspect measured was the behavior itself and not necessarily the particular needs of the student. An honest attempt at fairness was resulting in an inability of the system to take into account the individual needs

of each student. Administrators had begun to rely heavily on this document to decide how they would discipline a student, but the consequences were limited as was flexibility around interpersonal interaction. In addition, the OGSD team noticed that some administrators were using the “cheat sheet” more than others, which was resulting in students in some schools being suspended more than students in other classes.

The “cheat sheet”, they decided, would have to be put to rest. In a ceremonious farewell, they parted ways with the document, making sure to thank it for its service while declaring it time to say good-bye. In place of the “cheat sheet”, the district began trying out alternatives to suspension. These alternative disciplinary methods were based on a book called [Don't Suspend Me](#) that the team read together. It changed their mindset on the usefulness of suspension as they began to see the harm that can be caused by suspending students. Learning, a sense of belonging, dignity, and relationships are all lost when students are suspended from school. Instead of suspensions, three OGSD middle school principals began having students conduct research and create presentations on the effects of various forms of behavior on other students (e.g. fighting), engage in reflection, and/or work through restorative practices. The three schools used a shared drive with examples of various behaviors that were linked to leveled options for students based on their abilities. For example, if a student was found vaping, they could find a folder on this topic in the shared drive with options for students based on their skill level in reading and writing.

In the 2019-20 school year, data reflected that OGSD had made advancements in their equity-focused work on exclusionary discipline, as reflected in the table below. Notably, these changes in suspension rates moved the district from a “red” score to “orange” on the [2019 Dashboard](#). Understanding that changing mindsets, practices, policies, and relationships is a long-term project, they continue to take thoughtful steps toward creating the best experience possible for their students. In the words of Amy Boles, OGSD Director of Educational Services, “We really want to feel like nobody intentionally wants to do work that hurts kids. But when the data comes to us, we can't ignore that we have to do something different...I think (our accomplishment) was a testament to a growth mindset and the team.”

Equity Audits and Assessments

TOOLS AND SERVICES FOR CONDUCTING EQUITY AUDITS

NO-COST RESOURCES

Name	Description	Link
Mid-Atlantic Equity Consortium: Equity Audit	Three Equity Audit tools combined into one file: Criteria for an Equitable School, Criteria for an Equitable Classroom, and Teacher Behaviors that Encourage Student Persistence.	https://maec.org/resource/equity-audit-materials/
OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS): Culturally Responsive Tiered Fidelity Inventory	The purpose of the SWPBIS Tiered Fidelity Inventory (TFI) is to provide a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of school-wide positive behavioral interventions and supports (SWPBIS).	https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/44/TFI%20CR%202.1.7.pdf
The Education Trust – West: Teacher Equity Rubric	This rubric is intended for use by district leadership teams to reflect on the progress of implementation of their work to ensure that all students—particularly low-income students and students of color—have equal access to excellent teachers.	https://edtrust.org/wp-content/uploads/2014/09/EDI_EdTrust_TeacherEquityRubric_April2016.pdf
National Academies: Building Educational Equity Indicator Systems: A Guidebook for States and School Districts	This guidebook shows education leaders how they can measure educational equity within their states and school districts. The equity indicators provide a robust picture of the outcomes and opportunities that are central to educational equity from preK through grade 12.	https://www.nap.edu/read/25833/chapter/1
Epoch Education: Equity Audit Rubric	This rubric was designed to support educators assessing curriculum to maintain an equity lens as they review materials. This tool can be used for curriculum or literature adoptions.	https://epocheducation.com/wp-content/uploads/2020/06/epoch-education-tools-of-the-trade-equity-audit-rubric-2020_may.pdf
Tennessee Leaders for Equity Playbook	This playbook was developed by a statewide team of school, district, community, higher education, and state leaders in Tennessee with substantial feedback received from a comprehensive set of stakeholder groups.	https://www.tn.gov/content/dam/tn/education/reports/Tennessee-Leaders-for-Equity-Playbook.pdf

NO-COST RESOURCES *(continued)*

Name	Description	Link
Building Equitable Learning Environments	Not an assessment or rubric per se, but a comprehensive library of resources for doing equity work.	https://equitablelearning.org/
PERTS/Copilot-Elevate	Copilot-Elevate is a professional learning program with a built-in survey engine. It gives educators the formative feedback and best practices they need to ensure all of their students can thrive.	https://www.perts.net/orientation/elevate
Louisiana State Personnel Development Grant: Equitable Classroom Practices Observation Checklist	This document is a checklist of 27 specific, observable teacher behaviors that reflect culturally responsive teaching through examples. This tool can be used as self-reflection or by an external observer to become more aware of incorporating such practices.	https://greatlakesequity.org/sites/default/files/201001011005_equity_tool.pdf

NO-COST SERVICES

Name	Description	Link
Western Educational Equity Assistance Center	Assists states, school districts, public schools (including charter and magnet schools), and Tribal Education Departments to plan and implement practices and policies that promote equity and high quality education for all students.	https://www.msudenver.edu/weeac/
The Education Trust – West: Diploma Matters Audit & Blueprint for Action	Works for the high academic achievement of all students at all levels, pre-k through college. They expose opportunity and achievement gaps that separate students of color and low-income students from other youth, and they identify and advocate for the strategies that will forever close those gaps.	https://west.edtrust.org/diploma-matters-educational-opportunity-audit-blueprint-for-action-resources/

FEE FOR SERVICE

Name	Description	Link
Equity & Results	Provides customized, co-designed scopes with organizations/partnerships that lead to results frameworks that identify strategies for racially equitable impact and a path forward.	https://www.equityandresults.com/
kickup	Helps school districts use data to power job-embedded professional learning.	https://kickup.co/
The Education Trust – West	ETW's tools and services help schools and districts transform their policies, practices, and systems to create equitable access to rigorous and relevant coursework while providing the learning environment and supports students need to thrive.	https://west.edtrust.org/educator-engagement/
National Center for Urban School Transformation	NCUST helps urban school districts and their partners transform urban schools into places where all students achieve academic proficiency, evidence a love of learning, and graduate well prepared to succeed in post-secondary education, the workplace, and their communities.	https://ncust.com/
Pivot Learning	Pivot's mission is to partner with educators to design and implement solutions to their greatest challenges, together pursuing greater educational justice.	https://www.pivotallearning.org/

BOOKS

Name	Description	Link
Using Equity Audits to Create Equitable and Excellent Schools	This book contains practical tools and strategies that make intuitive sense to educators and are easy to apply in reducing inequities in schools.	https://us.corwin.com/en-us/nam/using-equity-audits-to-create-equitable-and-excellent-schools/book229384
Equity 101 - The Equity Framework	The author introduces the three essential characteristics of equity: Clear expectations for closing the achievement gap; Commitment to rigorous curriculum; Relationships that promote learning. Ultimately, this book provides a vision and action plan for creating a system where equity can flourish.	https://us.corwin.com/en-us/nam/equity-101-the-equity-framework/book235762



WAYS 2 EQUITY PLAYBOOK



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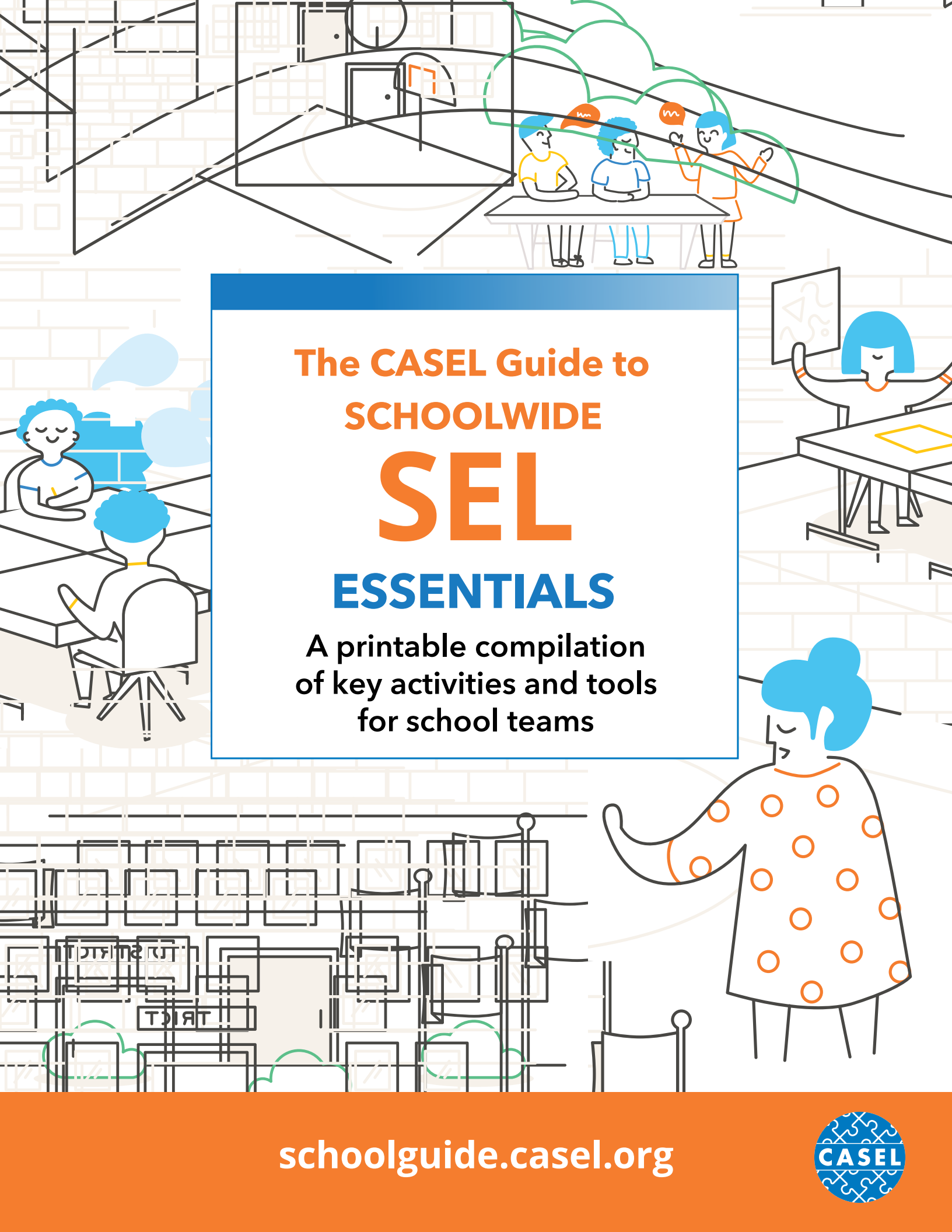
**SANTA CLARA COUNTY
SUPERINTENDENT OF SCHOOLS**

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SANTA CLARA COUNTY BOARD OF EDUCATION

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AUGUST 2020



The illustration depicts a school building with a basketball court on the roof. Three students are sitting at a table on the roof, talking. On the left, two students are sitting at a desk. On the right, a teacher is standing at a desk, pointing at a board. A large woman with blue hair and a polka-dot dress is standing in the foreground. The background shows a brick building with many windows and a door.

The CASEL Guide to SCHOOLWIDE SEL ESSENTIALS

A printable compilation
of key activities and tools
for school teams

schoolguide.casel.org





Second Edition, March 2020

For more information, tools, and resources, visit schoolguide.casel.org
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The **CASEL Guide to Schoolwide SEL** leads school-based teams through a process for systemic SEL implementation. This printable summary offers a compact set of essential tools for use during professional learning or as a quick reference for coaches and SEL team leaders. It includes illustrated overviews of the four focus areas and fundamental resources within each section. More detailed content and many more resources are available in the full CASEL School Guide at schoolguide.casel.org.

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Key Terms

The purpose of the **CASEL Guide to Schoolwide SEL** is to provide research-informed, field tested guidance and tools that support schools in coordinating and building upon evidence-based SEL practices and programs to achieve systemic implementation. The CASEL School Guide is grounded in nearly 25 years of research and is composed of learnings from dozens of practitioners and content area experts in the fields of SEL and education.

Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

Schoolwide SEL is a systemic approach to infusing social and emotional learning into every part of students' educational experience -- across all classrooms, during all parts of the school day and out-of-school time, and in partnership with families and communities. This involves cultivating caring, participatory, and equitable learning environments and using evidence-based practices that actively involve all students in their social, emotional, and academic growth.

SEL advances **educational equity** and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.



The **Collaborative for Academic, Social, and Emotional Learning (CASEL)** is the country's leading Prek-12 SEL practice, policy and research organization. For 25 years, CASEL has been a trusted source for knowledge about high-quality, evidence-based social and emotional learning (SEL) and has made the case for SEL as an integral part of education. Through research, practice, and policy, CASEL collaborates with thought leaders to equip educators and policymakers with the knowledge and resources to advance social and emotional learning in equitable learning environments so all students can thrive. Watch a short video about CASEL at <http://bit.ly/WhatIsCASEL>



INDICATORS OF SCHOOLWIDE SEL

Schoolwide SEL is a systemic approach to integrating academic, social, and emotional learning across all school contexts. This approach provides a learning environment that infuses SEL into all aspects of instruction and promotes equitable outcomes for all students. Central to this system is high-quality professional learning and the use of data for continuous improvement. When fully implemented, schoolwide SEL contributes to more successful and equitable outcomes for young people, and is evidenced by the following indicators:

CLASSROOM		Explicit SEL instruction	Students have consistent opportunities to cultivate, practice, and reflect on social and emotional competencies in ways that are developmentally appropriate and culturally responsive.
		SEL integrated with academic instruction	SEL objectives are integrated into instructional content and teaching strategies for academics as well as music, art, and physical education.
		Youth voice and engagement	Staff honor and elevate a broad range of student perspectives and experiences by engaging students as leaders, problem solvers, and decision-makers.
SCHOOL		Supportive school and classroom climates	Schoolwide and classroom learning environments are supportive, culturally responsive, and focused on building relationships and community.
		Focus on adult SEL	Staff have regular opportunities to cultivate their own social, emotional, and cultural competence, collaborate with one another, build trusting relationships, and maintain a strong community.
		Supportive discipline	Discipline policies and practices are instructive, restorative, developmentally appropriate, and equitably applied.
		A continuum of integrated supports	SEL is seamlessly integrated into a continuum of academic and behavioral supports, which are available to ensure that all student needs are met.
FAMILY		Authentic family partnerships	Families and school staff have regular and meaningful opportunities to build relationships and collaborate to support students' social, emotional, and academic development.
		Aligned community partnerships	School staff and community partners align on common language, strategies, and communication around all SEL-related efforts and initiatives, including out-of-school time.
		Systems for continuous improvement	Implementation and outcome data are collected and used to monitor progress toward goals and continuously improve all SEL-related systems, practices, and policies with a focus on equity.
COMMUNITY			

A Process for Schoolwide SEL

The CASEL Guide to Schoolwide SEL is not a stand-alone program or curriculum. Instead, it is a comprehensive online resource that provides a step-by-step process to help you achieve schoolwide SEL. Organized into four Focus Areas, this resource offers expert guidance and field-tested tools to help you implement SEL strategically, systemically, and effectively.

FOCUS AREA 1

Build Foundational Support and Plan

Create awareness, commitment, and ownership by building foundational knowledge among staff, developing a shared vision, and engaging in collaborative planning.



FOCUS AREA 2

Strengthen Adult SEL

Develop staff capacity for cultivating their own social, emotional, and cultural competence; modeling SEL; and building collaborative and trusting relationships.

Use the interactive SEL Planner to drive your school's implementation:

Implementation rubric



Needs and resources inventory



Priority- and goal-setting



Action planning



FOCUS AREA 3

Promote SEL for Students

Coordinate evidence-based programs and practices to create a welcoming climate and culture and provide opportunities for students to develop their SEL competence throughout and beyond the school day. Learn about:

- Evidence-based SEL programs and approaches
- Explicit SEL instruction
- Integrating SEL into academic instruction
- Youth voice and engagement
- Family and community partnerships
- Integrating SEL into school systems and policies

FOCUS AREA 4

Practice Continuous Improvement

Collect, analyze, and use implementation and outcome data to make decisions about SEL implementation. Tools include implementation rubrics, walkthrough protocols, staff surveys, and student data analyses.

Access it today at
schoolguide.casel.org

CASSEL Guide to Schoolwide SEL: Sample Implementation Timeline

Schoolwide SEL implementation is an ongoing, iterative process. In CASSEL's experience, full implementation of schoolwide SEL often takes three to five years but will depend on each school's individual circumstances and goals. The timeline below is intended to offer broad guidance for how schools might engage with the School Guide's focus areas throughout the school year to drive systemic implementation. In general, we recommend that schools engage with all of Focus Area 1: [Build Foundational Support](#) and [Plan](#) in the first few months of implementation. Schools will then engage in [Focus Area 2: Strengthen Adult SEL](#) and [Focus Area 3: Promote SEL for Students](#) at a pace and depth that makes sense for their plan. [Focus Area 4: Reflect on Data for Continuous Improvement](#) should be integrated throughout the entire planning and implementation process.

YEAR 1 OF IMPLEMENTATION

Month 1

- Gain principal commitment, designate an SEL lead and form a team ([Focus Area 1A](#)).
- Engage staff, families, and community partners in foundational learning ([Focus Area 1A](#)).

Month 2-3

- Develop a shared vision for SEL ([Focus Area 1B](#)).
- Review needs, resources, and current implementation using the SEL Implementation Rubric & Program Inventory ([Focus Area 1B](#)).
- Set short term goals and develop an implementation plan ([Focus Area 1B](#)), including a plan to collect data to assess progress throughout the year ([Focus Area 4](#)).
- Plan a professional learning strategy ([Focus Area 2](#)).
- Establish a communications plan ([Focus Area 1](#)).
- Create a budget for SEL ([Focus Area 1B](#)).

AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
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Month 3-11

- Based on your goals and implementation plan, engage in aligned strategies to strengthen adult SEL competencies and capacity ([Focus Area 2](#)).
- Based on your goals and implementation plan, engage in aligned strategies to promote SEL for students ([Focus Area 3](#)), including the adoption of an evidence-based SEL program.
- Regularly collect and review implementation and outcome data to monitor progress and engage in rapid learning cycles to make real-time pivots for continuous improvement ([Focus Area 4](#)).

Month 11-12

- Take the [Schoolwide SEL Implementation Rubric](#) to reflect on progress and identify areas for growth.
- Summarize and review SEL data ([Focus Area 4](#)).
- Based on rubric reflection and data review, revisit the implementation plan to make adjustments for the coming year ([Focus Area 4](#)).

YEARS 2 AND BEYOND

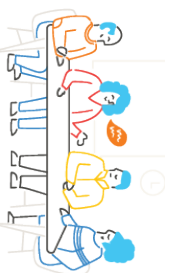
SUMMER/ BEGINNING OF YEAR

MIDDLE OF YEAR

END OF YEAR

- Review current results on the [Schoolwide SEL Implementation Rubric](#) and make an updated action plan ([Focus Area 1B](#)).
- Review implementation and outcome data from previous year(s) and update implementation plan as necessary, with your SEL vision and long-term goals as a guide ([Focus Area 4](#)).
- Review team roles, shared agreements, and procedures and set meetings dates, agendas, and data collection schedules for the school year ([Focus Area 1A](#)).
- Summarize progress and next steps and present to staff, families, and community partners ([Focus Area 4](#)).
- Engage all staff, families, and community partners in a refresher on SEL, and onboard new staff ([Focus Area 1A & 2](#)).
- Based on your implementation plan, engage in aligned strategies to strengthen adult SEL competencies and capacity ([Focus Area 2](#)).
- Based on your implementation plan, engage in aligned strategies to promote SEL for students ([Focus Area 3](#)).
- Collect and review implementation and outcome data to monitor progress and make real-time pivots for continuous improvement ([Focus Area 4](#)).
- Take the [Schoolwide SEL Implementation Rubric](#) to reflect on progress and identify areas for growth ([Focus Area 1B](#)).
- Summarize, review, and reflect on SEL data ([Focus Area 4](#)).
- Based on rubric reflection and data review, revisit your SEL goals and implementation plan to make adjustments for coming year ([Focus Area 4](#)).

Below is a detailed example of how a school's first year of implementation may look



Focus Area 1A:
Build Awareness, Commitment,
and Ownership



Focus Area 4:
Practice Continuous
Improvement



Focus Area 1B:
Create a Plan

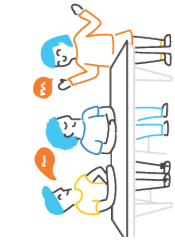


Focus Area 1B:
Create a Plan



Focus Area 2:
Strengthen Adult SEL

Month(s)		Month(s)		Month(s)		Month(s)		Month(s)	
May - August		August		September - October		September - October		October - March	
Key Activities		Key Activities		Key Activities		Key Activities		Key Activities	
Create a Team		Foundational Learning		Shared Vision		Action Plan; Two-Way Communication		Learn, Collaborate, Model	
<ul style="list-style-type: none">• Before the end of the previous school year, principal recruited SEL team lead and key team members, and allocated a budget for SEL.• Team met three times over the summer to:<ul style="list-style-type: none">◦ Establish team roles, shared agreements, and meeting procedures, and put weekly meetings on the calendar for every other Tuesday for the school year.◦ Attend a two-day district-provided training on schoolwide SEL implementation.◦ Complete the SEL Implementation Rubric and Program & Initiative Inventory to establish baseline and identify SEL work that has already taken place		<ul style="list-style-type: none">• Team planned an all-staff meeting to introduce SEL and develop staff shared agreements during an in-service day before the start of the school year.• Team prepared an after-school introduction to SEL for all families during the first month of school.		<ul style="list-style-type: none">• Held all-staff meeting to share priorities for shared vision and identify core themes and language to include in a draft.• Team used notes from all-staff meeting to draft shared vision.• Facilitated a similar vision process with families and community partners on Back-to-School Night and integrated their perspectives into the draft.• Shared a revised draft with school staff and students through their homerooms, allowing for amendments.• Held an all-school vote on the vision to ensure widespread agreement.• Shared final draft in the school's newsletter and printed posters to hang throughout common areas.		<ul style="list-style-type: none">• Using the vision, the results of the Schoolwide SEL Implementation Rubric, the Program & Initiative Inventory, and the staff survey, the SEL team identified three key priorities: staff SEL and relationships, adopting an evidence-based program, and improving classroom climate.• Team developed SMARTIE goals and action steps for each priority.• Team determined the data they would review and prepared a schedule for data collection throughout the year to track progress toward SMARTIE goals.• Team developed a communication plan to provide updates and seek input/collaboration from families and community partners.		<ul style="list-style-type: none">• Prepared objectives and made contacts for professional learning to support staff SEL and relationship building• Conducted small group sessions in grade level team meetings to use personal SEL self-assessment tools and share strategies for integrating SEL into daily classroom practices.• Scheduled and planned two professional learning sessions for all staff using two hours during in-service days in January and March• SEL team led learning on establishing a growth mindset and learning from colleagues (January).• SEL team coordinated with an outside provider to provide session on cultural responsiveness (March).	



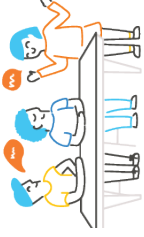
Focus Area 3:

Promote SEL for Students



Focus Area 4:

Reflect on Data for Continuous Improvement



Focus Area 3:

Promote SEL for Students

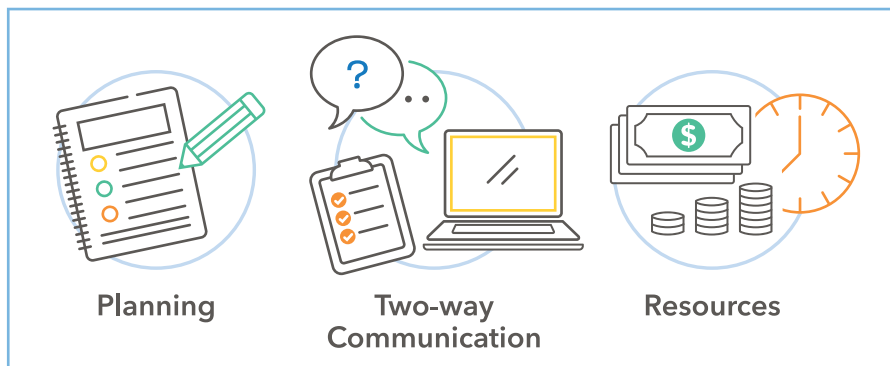


Focus Area 4:

Reflect on Data for Continuous Improvement

Month(s)	Month(s)	Month(s)	Month(s)
December - January	January - February	March - May	March - May
Key Activities	Key Activities	Key Activities	Key Activities
Classroom: Supportive Classroom Environment <ul style="list-style-type: none"> All teachers worked with their homeroom students to establish classroom shared agreements. Grade-level teams met after developing shared agreements to debrief process. Team coordinated a schedule for teachers to visit each other's classrooms to observe other strategies for integrating SEL into classroom practices. 	Classroom: Supportive Classroom Environment <ul style="list-style-type: none"> Convened an advisory council with teacher, family, community partner, and student representation to choose an evidence-based SEL program for the school. SEL team researched and presented advisory committee with district-supported SEL program options. Advisory council reviewed 5 program finalists and held vote to choose one program to pilot (one classroom per grade band to pilot this year). Shared advisory council process, considerations, and decision in school newsletter and on website. 	Classroom: Supportive Classroom Environment <ul style="list-style-type: none"> Principal communicated about the selection of the pilot SEL program during all-staff meeting and after-school family meeting. Team planned a rollout of the program and professional learning: <ul style="list-style-type: none"> Pilot in one classroom per grade band for the remainder of the year. If response and initial results are strong, full rollout to all classrooms the following school year. Purchased materials for pilot teachers and previewed them with all staff in small group meetings. Pilot teachers attended initial training in March and began implementation in April with bi-weekly coaching. Pilot teachers provided feedback on training and coaching. Team arranged for all staff to visit pilot classroom to observe program implementation Team worked with principal to identify an SEL period in the bell schedule for the following school year and a calendar of ongoing professional learning and coaching. 	Continuously Improve Schoolwide SEL Implementation <ul style="list-style-type: none"> Team reviewed feedback from pilot teachers and held focus groups with students to determine whether to fully adopt the piloted program. Team conducted end-of-year staff school and classroom climate survey and a learning walk throughout the building. Team compiled data from learning walks, surveys, family and community events, attendance, and classroom conduct to track progress and used a data review protocol to reflect and plan next steps. Updated results on the Schoolwide SEL Implementation Rubric. Developed short-term goals for the following school year: <ul style="list-style-type: none"> Implement evidence-based program with fidelity. Continue strengthening staff SEL and relationships. Develop aligned community partnerships to support SEL

ORGANIZE



FOCUS AREA 1

A: Build Awareness, Commitment, and Ownership

B: Create a Shared Plan

Focus Area 1 will help you set up a strong foundation and plan for systemic, schoolwide social and emotional learning (SEL). To launch SEL implementation, use the tools in this section to build an SEL team, offer foundational learning that enables all stakeholders to understand the importance of SEL and their role in promoting it, and create a shared vision for SEL.

Learn more about this component of schoolwide SEL at schoolguide.casel.org/focus-area-1a/.

Next, use these tools to plan for implementation by assessing areas of strength and need to set goals, to prepare structures for ongoing two-way communication between stakeholders and the SEL team, and to allocate the resources—including time, people, and funds—to support your SEL effort.

Learn more about this component of schoolwide SEL at schoolguide.casel.org/focus-area-1b/.

ESSENTIAL TOOLS from FOCUS AREA 1



<u>Assembling an SEL Team</u> - helps you identify potential SEL team members.	10
<u>Steps for Developing a Shared Vision for Schoolwide SEL</u> - provides a model for structuring a conversation about developing a shared vision for SEL or integrating SEL into your school's existing shared vision.	12
<u>Schoolwide SEL Implementation Rubric</u> - a self-assessment to take stock of a school's progress and needs in all four focus areas for systemic, schoolwide SEL	15
<u>Developing Goals for Schoolwide SEL</u> - a useful link between the implementation rubric and an action plan, the SMARTIE goals template should be used in conjunction with the school's vision statement to prioritize clear, motivating goals for SEL.	22
<u>Preparing SEL Team Meeting Agendas</u> - provides guidance, an example, and a template for creating clear, purposeful meeting agendas that include all team members and are closely tied to a long-term plan for SEL implementation.	29

[ADDITIONAL RESOURCES](#) AVAILABLE at SCHOOLGUIDE.CASEL.ORG

- Online version of the [implementation rubric](#) which allows you to save your results, record goals, mark progress over time, and jump to relevant parts of the School Guide for more information
- A [meeting template](#) for discussing rubric results as a team
- A [program and initiative inventory](#) to help the SEL team learn about past and present SEL-related work that has occurred in the school.
- More tools for increasing efficiency, ownership, and inclusion of all stakeholder perspectives within the [SEL Team](#)
- Sample presentations, videos, and readings to support [early-stage learning about SEL](#)
- Templates for preparing ongoing [communication](#) and [learning](#) for all stakeholders and estimating [costs](#) for SEL implementation

Assembling an SEL Team

Collaborating closely with out-of-school time partners? See the OST-enhanced version of this tool and others at schoolguide.casel.org/out-of-school-time-tools

Role	Considerations for selection	Suggested Member(s)
Team Lead	<p>Choose a team lead who:</p> <ul style="list-style-type: none"> Is a full-time school employee with the flexibility and commitment to attend meetings and do light preparation work. Is ideally a highly organized, big-picture thinker who is eager to improve school climate and move SEL forward. Has the trust and respect of the school community. Is capable of leading the team through the continuous improvement process. 	
Data Lead	<p>Choose a Data Lead who:</p> <ul style="list-style-type: none"> Has access to a range of schoolwide data that will be used to monitor progress toward SEL goals. Has skills in summarizing data clearly and accurately to share with stakeholders. Will be objective and equity-minded when presenting data for group reflection. Has skills in facilitating action planning based on learnings from data reflection. 	
Principal or Assistant Principal	<p>Choose an administrative lead who:</p> <ul style="list-style-type: none"> Has the flexibility and commitment to attend team meetings. Has the decision-making power to move initiatives forward. 	
Teachers <ul style="list-style-type: none"> Representatives from each grade band or subject area Special education teachers Specials teachers (e.g., PE, art) Interventionists or coaches 	<p>Choose teachers who:</p> <ul style="list-style-type: none"> Are trusted colleagues in the school who represent a range of experiences. While you may have passionate staff who are eager to participate, limiting yourself to those who self-select may not create a group that the rest of your staff sees as representative. Have positive, mutually respectful relationships with other teachers. 	
Related Service Providers <ul style="list-style-type: none"> Psychologist Social worker Nurse Speech pathologist 	<p>Choose an RSP that:</p> <ul style="list-style-type: none"> Has built positive relationships with staff. Has content area expertise that could be an asset to the team. Can offer adequate availability to attend meetings. 	
Support Staff <ul style="list-style-type: none"> Counselor Dean Security Classroom assistants Clerks Lunchroom and recess staff Other 	<p>Choose support staff who can offer unique perspectives on student life. For example:</p> <ul style="list-style-type: none"> The school's counselor often has strong relationships with students and staff that can be beneficial. A school dean or disciplinarian typically has strong influence on school climate. Security guards and classroom assistants often see schools from a different perspective that adds value to this process. 	

Role	Considerations for selection	Suggested Member(s)
Key opinion leaders	<p>Look for individuals who:</p> <ul style="list-style-type: none"> • Are recognized as informal leaders by others. • Are thoughtful and outspoken about school improvement. • Have influence with school stakeholders. <p>By involving these individuals from the beginning, the SEL team will be better able to anticipate challenges and create a plan that will be well-received by the community.</p>	
Out-of-School-Time partners	<p>Choose OST partners who:</p> <ul style="list-style-type: none"> • Have built positive relationships with students and school staff. • Have influence over OST programming • Have the flexibility to attend meetings regularly 	
Community partners: <ul style="list-style-type: none"> • Mental and/or Behavioral Health providers • Health partners • Coaches 	<p>Community partners:</p> <ul style="list-style-type: none"> • Can be a link to understanding the school's surrounding community. • Will help the school keep in mind the larger context in which they operate. • Can extend social emotional learning into other contexts. 	
Families	<p>Look for family members who represent varied experiences within the school community, and who have children in multiple grade levels.</p>	
Students	<p>Remember that sometimes the students who are most readily thought of as "leaders" by school staff may not be representative of the student body. Choose two to three students who:</p> <ul style="list-style-type: none"> • Represent the diverse experiences of the overall student body. That is, do not simply choose students who excel academically, socially, and emotionally. • Feel strongly about how the school operates. 	

Develop a Shared Vision for Schoolwide SEL

Collaborating closely with out-of-school time partners? See the [OST-enhanced version of this tool](#).

Note: This tool was created by CASEL staff based on our work with school teams. However, we encourage schools to adapt it to best meet their unique needs. Though the process can look different ways, three important components should be present:

- Gathering input from diverse stakeholders
- Synthesizing input to create a vision statement
- Sharing, getting feedback, and reworking the vision statement

Time commitment: The time needed to develop a shared vision will differ from school to school. Plan to dedicate 90 minutes to 3 hours to complete steps 1-3 of the activity below.

1. Gather Stakeholders

It's recommended that schools include as many staff, families, students, out-of-school-time providers, and community partners as possible in creating a shared vision. However, it may be unrealistic to engage all these stakeholders at one time. Larger school communities may wish to hold several sessions or convene focus groups to get a wide variety of viewpoints.

Consider the following questions:

- How will you bring in diverse perspectives?
- What systems and structures does your school already have in place to hear from students, families, and community?
- What new strategies might you try?

2. Ask Individuals to Identify Their “Personal Why”

Before groups can identify their shared vision, it's helpful for each individual to consider their own beliefs about the purpose of school and their vision for young people. Ask individuals to use the following prompts to get their thoughts flowing. Participants should respond to the prompts that inspire them. No need to answer them all!

- What do we want all our students to know and be able to do when they leave our school?
- What kind of skill-building is most important in supporting our students to reach their full potential?
- What do we want our school community to feel like, sound like, and look like?
- What do students and adults need in order to learn and thrive here?

Provide about 10 minutes for participants to write silently. If you'd like, you can ask participants to share some of their big ideas with a partner. Next, participants take about 5 minutes to formulate a personal vision statement (1-2 sentences) based on their free-writes. Alternatively, you may have participants discuss their free writes in small groups and take notes on emerging themes and recurring words or phrases.

3. Ask Small Groups to Identify Their “Shared Why”

If you had participants engage in discussion instead of creating a personal vision statement, skip the steps in the next two paragraphs and provide each group the opportunity to share out their emerging themes and recurring words or phrases.

If participants wrote personal vision statements, break the stakeholders into small groups. Ask participants to share their personal vision statements. As they share, others in the group write down key words or phrases they hear on separate sticky notes. When each participant has shared their vision statement, the team should have a pile of sticky notes with various important words or phrases.

As a group, stakeholders work together to find connected words and phrases and determine common themes. You may want to have them do this on a piece of chart paper so they can label the themes that arise.

From here, provide each group the opportunity to share out their emerging themes and re-occurring words or phrases.



The school community at Spry Elementary in Chicago, IL, break up into small groups to identify common themes

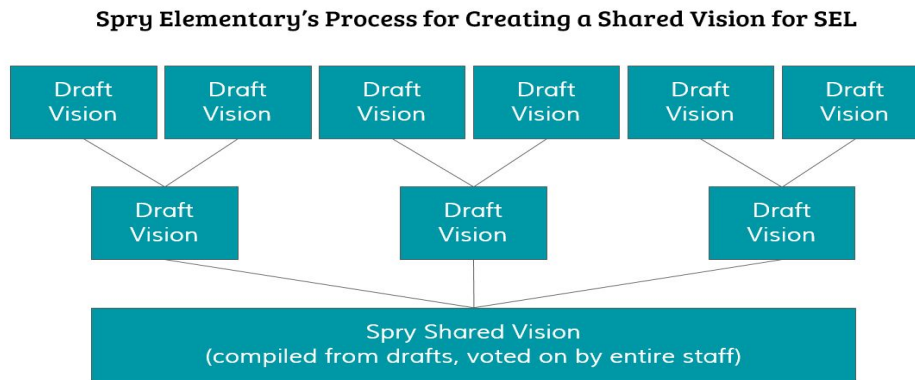
4. Incorporate Group Feedback into a Single Shared Vision

From here, there are multiple ways to build your school’s vision statement. With patience and collaboration, it’s possible to create a shared vision that captures the spirit of the entire school community. Below is one recommendation for how you might proceed:

- The SEL Leadership team uses each group’s themes to draft a shared vision that represents all stakeholder groups. This might include themes generated during multiple sessions with teachers, families, students, and communities.
- After creating a draft vision statement, share it with stakeholders for feedback. When determining how you will engage in this process, it is helpful to consider the systems and

structures your school already has in place to hear from students, families, and community. For example, you might share the draft vision statement for feedback at a parent night.

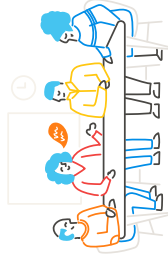
Another example of how a school community drafted a shared vision comes from Spry Elementary in Chicago. This team used a three-level consensus-building process. Once individuals engaged in preliminary guiding questions, six small groups formed and drafted shared visions. Those six groups then combined into three larger groups and merged their shared visions. Those three larger groups then finalized a shared vision for SEL, as demonstrated by the graphic below.



5. Make your Shared Vision Visible and Actionable

Now that you have done the work to create a shared vision, it's important to make it visible, prominent, and actionable. This will be key to sustainability. Launch the idea in creative ways that will appeal to the school and create momentum. Some practices include painting it on the entry hall wall or putting it on the school's website, letterhead, and T-shirts for field day. Refer to your shared vision for SEL frequently in:

- Staff meetings
- Internal email communications
- Communications with families and your network about new projects and initiatives
- Hiring and orienting new staff



FOCUS AREA 1A RUBRIC

Build Awareness, Commitment, and Ownership

Note your school's progress and needs in these areas:		1	2	3	4
SEL Team <hr/> <hr/> <hr/> <hr/>	Foundational SEL Learning Opportunities <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	An SEL team is in the initial stages of development.	An SEL team meets occasionally with few structured roles and responsibilities.	An SEL team meets regularly with designated roles and responsibilities. Students, families, and community groups are consulted when teams are making decisions that would directly impact them.	An SEL team, with designated roles and responsibilities, meets at least monthly to reflect on data, plan for improvements, and lead schoolwide SEL initiatives. The team is representative of the school community and includes students, families, and community groups in decision-making processes.
		Foundational SEL learning opportunities are not yet provided.	Foundational SEL learning opportunities have been provided to some key stakeholders (staff, families, and community partners). Members of the school community have a general understanding of SEL and its impact on students' development.	Foundational SEL learning opportunities have been provided for school staff, families, and community partners but are not yet offered annually. Many members of the school community can discuss SEL's importance and its impact on students' development.	Foundational SEL learning opportunities are provided for all school staff in the first year of implementation and then at least annually for new school staff, families, community partners, and as part of the onboarding process. Almost all members of the school community can discuss SEL's importance and its impact on student outcomes and understand their own role in helping students develop social and emotional competencies.
Two-Way Communication <hr/> <hr/> <hr/> <hr/> <hr/>		Two-way SEL communications between the SEL team and all stakeholders have not yet been planned.	Some structures to support two-way SEL communications between the SEL team and all stakeholders are in place, but are not yet used in ways that are consistent.	The SEL team and school leadership engages in consistent two-way SEL communications with all stakeholders including staff, other schoolwide teams, community partners, families, and out-of-school time providers.	The SEL team and school leadership engages in consistent two-way SEL communications with all stakeholders including staff, other schoolwide teams, community partners, families, and out-of-school time providers. The SEL team regularly reviews whether communications are effective at engaging stakeholders in schoolwide SEL.



FOCUS AREA 1B RUBRIC

Create a Shared Plan

	1	2	3	4
Note your school's progress and needs in these areas:				
Shared Vision	<p>A shared vision for schoolwide SEL has not yet been developed.</p>	<p>The SEL team has begun engaging stakeholders, including students, families, staff, and community members, as collaborators for developing a shared vision for schoolwide SEL.</p>	<p>The SEL team collaborated with a group of stakeholders who are representative of the school community to develop a shared vision for schoolwide SEL that has been communicated to the entire school community.</p>	<p>The SEL team collaborated with a group of stakeholders who are representative of the school community to develop a shared vision for schoolwide SEL. The shared vision has been communicated to the entire school community, informs planning and implementation, and is revisited regularly.</p>
Planning	<p>The SEL team is beginning to assess needs and resources.</p>	<p>The SEL team has assessed needs and resources, and begun identifying S.M.A.R.T.I.E. goals and action steps.</p>	<p>The SEL team has assessed needs and resources, and developed a one-year (at minimum) SEL implementation plan with S.M.A.R.T.I.E. goals, action steps, and assigned ownership.</p>	<p>The SEL team has assessed needs and resources and developed a one-year (at minimum) SEL implementation plan with S.M.A.R.T.I.E. goals, action steps, and assigned ownership. This plan is fully integrated with other schoolwide priorities and plans. The team reviews their goals and the plan regularly to monitor implementation and make necessary adjustments.</p>
Resources	<p>Funding for schoolwide SEL has not yet been discussed and prioritized.</p>	<p>The SEL team is identifying funding and resources to support schoolwide SEL.</p>	<p>There is a one-year budget for SEL resources that includes funding for professional learning and materials needed to support SEL instruction. The school has allocated staff time for engaging in SEL-related activities including professional learning.</p>	<p>There is a stable long-term budget for SEL resources, including professional learning, materials, and staffing. The school has allocated staff time for engaging in SEL-related activities including professional learning.</p>

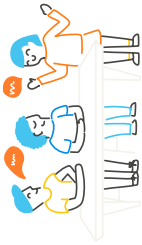


FOCUS AREA 2 RUBRIC

Strengthen Adult SEL Competencies and Capacity

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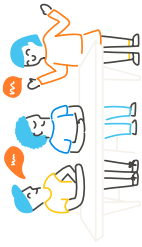
Note your school's progress and needs in these areas:					
Professional Learning to Strengthen Staff Expertise					
	Staff do not yet engage in high-quality SEL-related professional learning to develop their skills for cultivating supportive, equitable learning environments and promoting SEL.	Some staff engage in high-quality professional learning to develop their skills for cultivating supportive, equitable learning environments and promoting SEL for students.	Staff engage in high-quality professional learning multiple times throughout the year to develop their skills for cultivating supportive, equitable learning environments and promoting SEL for students. These professional learning opportunities are aligned to the school's SEL goals and scaffolded to support staff based on their roles and current knowledge of SEL.	Staff engage in high-quality and ongoing professional learning, including receiving coaching and feedback. These professional learning opportunities develop their skills for cultivating supportive, equitable learning environments and promoting SEL for students; are aligned to the school's SEL goals; and are scaffolded to support staff based on their roles and current knowledge of SEL. The SEL team collects staff feedback to shape an effective approach to ongoing support and coaching.	4
Adult SEL and Cultural Competence					
	Staff do not yet have opportunities to reflect on and develop their own social, emotional, and cultural competencies.	Meaningful opportunities for staff to develop their own social, emotional, and cultural competencies are offered at least once per year.	Meaningful opportunities for staff to reflect on and develop their own social, emotional, and cultural competencies are available multiple times throughout the year. These opportunities include structured activities that support staff in practicing self-care and examining their mindsets and biases.	Meaningful opportunities for staff to reflect on and develop their own social, emotional, and cultural competencies are built into regular staff meetings and part of the school's overall professional learning strategy. These opportunities include structured activities to support staff in practicing self-care and examining their mindsets and biases. The SEL team regularly reviews data related to adult SEL and cultural competence to plan ongoing support.	3
Staff Collaboration					
	Staff do not yet have opportunities to build collaborative relationships.	Staff have dedicated time for collaboration, and have developed norms or shared agreements to guide collaboration.	The SEL team and school leadership regularly reviews their approach for fostering community, shared purpose, and collaboration among staff. Staff have dedicated time for collaboration. Staff norms or shared agreements guide respectful interactions, effective collaboration, and an inclusive staff culture.	The SEL team and school leadership intentionally foster a sense of community and shared purpose among staff, including using data on staff perceptions to improve the work climate. Staff have dedicated time to learn from each other, share best practices, and collaboratively problem-solve around SEL implementation challenges. Staff norms or shared agreements guide respectful interactions, effective collaboration, and an inclusive staff culture.	4
Staff Modeling of SEL					
	Leadership and/or staff have not yet prioritized modeling social, emotional, and cultural competencies in their interactions.	The SEL team is developing an approach to support leadership and staff in modeling social, emotional, and cultural competencies in their language and interactions with staff, students, families, and community partners.	Leadership and staff regularly model social, emotional, and cultural competencies in their language and interactions with most staff, students, families, and community partners. Staff efforts and contributions are sometimes acknowledged.	Leadership and staff regularly model social, emotional, and cultural competencies in their language and interactions with other staff, students, families, and community partners. School leaders and the SEL team have built supportive relationships with staff and regularly acknowledge staff efforts and contributions.	3



FOCUS AREA 3 RUBRIC

Promote SEL for Students

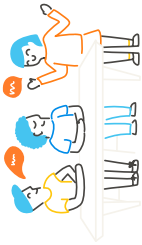
	1	2	3	4
<p>Note your school's progress and needs in these areas:</p>				
<p>Supportive Classroom Environment</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Teachers have not yet prioritized the use of inclusive, relationship-centered, and culturally responsive practices to create supportive classroom environments.</p>	<p>Teachers have prioritized and planned to build inclusive, relationship-centered, and culturally responsive practices to create supportive classroom environments. Classroom shared agreements have been collaboratively developed in some classrooms.</p>	<p>Some teachers use inclusive, relationship-centered, and culturally responsive practices to create supportive classroom environments. Strategies are developmentally appropriate and focus on meeting the needs of all students. Shared agreements are collaboratively developed and modeled by most adults and students.</p>	<p>Teachers use inclusive, relationship-centered, and culturally responsive practices to create supportive classroom environments. Strategies are developmentally appropriate and focus on creating a community of learners that supports, honors, and acknowledges the cultural assets, contributions, and needs of all students. Shared agreements are collaboratively developed, consistently modeled by adults and students, and woven into daily routines and practices.</p>
<p>Explicit SEL Instruction</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>The school has not yet dedicated time for students to learn about, reflect on, and discuss SEL competencies through developmentally appropriate and culturally responsive instruction.</p>	<p>Some students have dedicated time during the school day to learn about, reflect on, and discuss SEL competencies through developmentally appropriate and culturally responsive instruction.</p>	<p>All students have dedicated time during the school day to learn about, reflect on, and discuss SEL competencies through developmentally appropriate and culturally responsive instruction. SEL instruction is provided by teachers; is sequenced with connected and coordinated activities; uses active forms of learning; focuses on developing social and emotional skills; and explicitly targets specific SEL goals.</p>	<p>All students have dedicated time during the school day to learn about, reflect on, and discuss SEL competencies through developmentally appropriate and culturally responsive instruction. SEL instruction is provided by teachers; is sequenced with connected and coordinated activities; uses active forms of learning; focuses on developing social and emotional skills; and explicitly targets specific SEL goals. SEL instruction is connected to other opportunities for practicing and reflecting on SEL competencies throughout the day.</p>
<p>SEL-Integrated Instruction</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Teachers have not yet prioritized the integration of SEL into instruction.</p>	<p>SEL standards/goals are embedded in academic learning in some classrooms. Some teachers use classroom discussion and collaborative structures to engage students, and encourage students to connect their perspectives and experiences to instruction.</p>	<p>SEL standards/goals are clearly embedded in academic learning. All teachers use classroom discussions and collaborative structures to engage students. Teachers encourage students to connect their perspectives and experiences to instruction.</p>	<p>SEL standards/goals are clearly embedded in academic learning, and students regularly share their perspectives on how social and emotional competencies connect to what they're learning. Teachers actively engage students in co-constructing knowledge and making meaning of content through classroom discussions and collaborative structures. Teachers use intentional strategies to foster student ownership over their learning, including connecting their perspectives and experiences to instruction.</p>



FOCUS AREA 3 RUBRIC

Promote SEL for Students

Note your school's progress and needs in these areas:					
Cultural Responsiveness	Leadership and staff are not yet familiar with their students' cultural backgrounds, life circumstances, or the local community context.	Leadership and staff are familiar with most of their students' cultural backgrounds, life circumstances, and the local community context.	Leadership and staff are familiar with students' cultural backgrounds, life circumstances, and the local community context. Instructional materials offer diverse representations of culture, race, gender, and other identities. SEL practices provide opportunities for some students to learn about cultural differences.	Leadership and staff are deeply knowledgeable about students' lived experiences, cultural backgrounds, and the local community context. Instructional materials offer diverse representations of culture, race, gender, and other identities. SEL practices provide opportunities for students to learn about cultural differences, explore and celebrate their own social and cultural identities, and collaboratively develop inclusive and equitable learning environments.	4
	The SEL team has not yet prioritized school climate efforts.	The SEL team is beginning to plan school climate improvement efforts. Schoolwide norms and shared agreements have been collaboratively developed and aligned to the school's SEL vision.	The SEL team meets regularly to plan school climate improvement efforts and is beginning to collect climate data. Schoolwide norms, shared agreements, routines, and procedures support the school's SEL vision and climate.	The SEL team regularly assesses climate (through observational data, surveys, etc.) and meets regularly to plan improvement efforts based on data. Schoolwide norms, shared agreements, routines, and procedures support the school's SEL vision and climate.	3
	The SEL team is in the process of collaboratively selecting an evidence-based program aligned to the school's vision and goals, and cultural and linguistic strengths.	The school is beginning to provide professional learning around evidence-based SEL program and practices aligned to the school's SEL vision and goals, and cultural and linguistic strengths.	The school is implementing with fidelity an evidence-based SEL program and practices across some grade levels, and providing ongoing implementation support to staff. Program and practices are aligned to the school's SEL vision and goals, and are culturally- and linguistically-responsive to students.	The school is implementing with fidelity an evidence-based SEL program and practices across all grade levels, and providing ongoing implementation support to staff. Program and practices are aligned to the school's SEL vision and goals, and are culturally- and linguistically-responsive to students. The SEL team regularly uses data on fidelity of implementation to inform planning.	
	Students do not yet have opportunities to take on leadership and decision-making roles.	Some students have opportunities to take on more traditional leadership roles such as student council, patrols, or leading morning announcements.	Students are offered many opportunities to take on leadership and decision-making roles that inform SEL initiatives, instructional practices, and school climate. Students have opportunities to lead activities, solutions, and projects to improve their classrooms, school and the broader community.	Staff honor and elevate a broad range of student perspectives and experiences by engaging them as leaders, problem solvers and decision-makers, offering ways for students to shape SEL initiatives, instructional practices, and school climate. Students regularly initiate and lead activities, solutions, and projects to improve their classrooms, school and the broader community.	
Evidence-based SEL Programs and Practices					
Student Voice and Engagement					



FOCUS AREA 3 RUBRIC

Promote SEL for Students

Note your school's progress and needs in these areas:		1	2	3	4
Student Support <hr/> <hr/> <hr/> <hr/>		A continuum of supports is not yet available to students.	A continuum of supports is partially in place. The SEL team is considering ways to create common language and align student supports with schoolwide SEL goals and priorities.	The school provides a continuum of supports to meet the academic, social, emotional, and behavioral needs of all students. The SEL team has created common language and aligned all student supports and related programs and initiatives with schoolwide SEL goals and priorities. Each year, the SEL team takes stock of all supports and is strategic about how to improve integration in the coming year.	
		Discipline policies and practices have not yet been reviewed to determine how well they align with SEL.	Discipline policies and practices are being reviewed for their alignment with SEL. Data have been reviewed to determine if policies and practices have been applied equitably.	The school has identified discipline policies and practices that support SEL and are restorative, instructive, and developmentally appropriate. Data are reviewed frequently to determine if policies and practices have been applied equitably.	Discipline policies and practices promote SEL, including providing opportunities for students to reflect, problem solve, and build positive relationships. These policies and practices take into account students' developmental stages, cultural backgrounds, and individual differences. Data demonstrates that these practices are used consistently and equitably in the classroom and throughout the school.
		School staff do not yet communicate with families about SEL.	School staff provide updates to families about the school's efforts to promote SEL for students.	School staff regularly communicates with and invites feedback from families about the school's efforts to promote students' SEL.	School staff have multiple avenues for ongoing two-way communication with families, inviting families to understand, experience, inform, and support the social and emotional development of their students in partnership with the school. This partnership includes family participation on the SEL team and meaningful opportunities to learn more about and contribute to SEL in the school.
		The school has not yet developed community partnerships to support schoolwide SEL.	The school has developed community partnerships that support schoolwide SEL. Community partners and schools have begun to become familiar with one another's approach to SEL.	The school has developed community partnerships that support schoolwide SEL. Community partners and schools are familiar with one another's approach to SEL and are working to align priorities, language, and practices across settings.	The school has developed strategic and aligned community partnerships to support schoolwide SEL. The school and community partners are familiar with one another's approach to SEL and have worked to align and integrate supports where possible. These partnerships lead to increased student and family access to a broad range of community services and expand the professional learning opportunities for SEL.
Family Partnerships <hr/> <hr/> <hr/> <hr/>					
Community Partnerships <hr/> <hr/> <hr/> <hr/>					



FOCUS AREA 4 RUBRIC

Practice Continuous Improvement

Note your school's progress and needs in these areas:

Resources to Drive High Quality Continuous Improvement

Systems to Promote Continuous Improvement

1	2	3	4
<p>The SEL team does not yet use implementation data and disaggregated outcome data to track progress toward SEL goals and monitor outcomes. Staff do not yet have the time and skills necessary to engage in cycles of continuous improvement.</p>	<p>The SEL team has begun to use some implementation and disaggregated outcome data to track progress toward SEL goals and monitor outcomes. Staff are developing the skills necessary to engage in cycles of continuous improvement.</p>	<p>The SEL team uses a full range of implementation and disaggregated outcome data to track progress toward SEL goals and monitor outcomes. Staff have the time and skills necessary to engage in cycles of continuous improvement.</p>	<p>The SEL team uses a full range of implementation data and disaggregated outcome data to track progress toward SEL goals and monitor outcomes. Staff are highly-skilled at data reflection and planning, and have dedicated time and resources to engage meaningfully in regular cycles of continuous improvement.</p>
<p>The SEL team has not yet identified a structured and ongoing process to collect, reflect on, and use data to inform school-level decisions.</p>	<p>The SEL team is in the early stages of identifying a structured and ongoing process to collect, reflect on, and use data to inform school-level decisions.</p>	<p>The SEL team has a structured, ongoing process to collect, reflect on, and use data to inform school-level decisions. This process is used at strategic times (e.g., the beginning and end of each year), but does not yet happen consistently at each team meeting. The team communicates with and includes staff in this process on an annual basis.</p>	<p>The SEL team uses a structured, ongoing process to collect, reflect on, and use implementation and outcome data to inform school-level decisions during each meeting. The team is empowered to lead staff in this process by regularly (at least quarterly) communicating their findings and creating opportunities to use data to drive continuous improvement at the school, classroom, family, and community level.</p>



Develop Goals for Schoolwide SEL

The purpose of this tool is to help the SEL team progress from a broad, shared vision for SEL to specific, short-term SEL goals that will guide action steps for the coming year. By using this tool, the SEL team will begin to answer the question “**How do we get from where we are now to where we want to be?**” in the cycle of SEL implementation and continuous improvement.



Supporting documents to complete and gather before using this tool:

- [Shared vision](#) for schoolwide SEL
- Existing school strategic goals, such as those from a school improvement plan
- Current results on the [Schoolwide SEL Rubric](#)
- Completed [Schoolwide SEL Program and Initiative Inventory](#)

This tool will take you through the following steps:

1. Determine SEL priorities
2. Sketch out a long-term roadmap for SEL implementation
3. Set SMARTIE goals for year 1 of SEL implementation

Section 1: Determine SEL Priorities

Estimated time: 1 hour

Review your school’s shared vision for schoolwide SEL.

The shared vision should be an aspirational statement that describes what your school community would like to be true as a result of implementing systemic SEL. It serves as an anchor for your SEL goals and all that the school does to support students academically, socially, and emotionally. Reference CASEL’s [vision-setting protocol](#) for guidance on developing a shared vision.

Break down the shared vision into key SEL priorities

- As a team, reflect on the key ideas in your vision. These ideas may relate to students, adults, the learning environment, the community, resources, etc. A facilitator may prompt the group by asking “What big ideas do you see represented in our shared vision?”
- Ask each team member to reflect and write each distinct idea on separate sticky notes.
- Taking turns, have each team member share one of their sticky notes and post it on a surface that is visible to everyone such as a whiteboard. After each turn, ask the full team whether anyone named a similar idea, and add their sticky notes to make a cluster on the board. Repeat the process until all major ideas in the vision have been named.



- After reviewing each cluster of sticky notes, ask the group: “How will SEL implementation support this idea?”
- From this discussion, write a single phrase to summarize how SEL implementation will lead to each key idea in the vision. Aim to narrow down to about 3 phrases. These phrases are a first draft of your school’s SEL priorities.

Example:

Vision Statement: <i>Our school empowers all students to achieve their potential, becoming lifelong learners and compassionate, respectful citizens who contribute to positive change within their local community and global society.</i>		Priority 1: <i>Through schoolwide SEL, we will create an equitable learning environment that empowers all students to achieve their potential.</i>
		Priority 2: <i>We will foster compassion and respect by teaching and practicing social and emotional competencies.</i>
		Priority 3: <i>By integrating SEL into schoolwide practices and instruction, we will teach skills and facilitate opportunities for students to contribute to positive change locally and globally.</i>

Compare this draft of your school’s SEL priorities with existing school strategic goals, revise and finalize.

Your school’s SEL priorities should serve as levers that will move the school community closer to achieving any other strategic goals that are in place, particularly since the existing strategic plan (e.g. your school improvement plan) is most likely connected to accountability measures. Your team will need to be able to articulate clearly how SEL implementation contributes to the strategy that staff are already working toward. As a team, review each drafted priority.

- Is this priority directly related to one or more of our overall strategic goals?
- If not *directly* related to overall strategic goals, could this priority help overcome obstacles to accomplishing our overall strategic goals?
- Is there anything we want to add, change, or reframe to clarify the connection between our SEL priorities and our overall strategic goals?

Section 2: Sketch out a Long-Term Roadmap for SEL Implementation

Estimated time: 2 hours

List your SEL priorities from Section 1 in the **first column** of a chart like the one below.

Priority	Current Status	Year 1	Year 2	Year 3	Ideal Status

As a team, clarify what specifically will change when each priority is achieved and fill in the **ideal status column**.

When our shared vision for SEL is realized...

- What will we expect to see, feel, and hear in our classrooms, school, or family/community partnerships with respect to this priority?
- What systems will be in place?
- What specific evidence will signal that this priority was met?

Next, with your ideal status in mind, discuss the current status of each priority in your school and fill in the **current status column**. If you completed the [Schoolwide Program and Initiative Inventory](#), reference the charts you made that summarize the SEL work that has/is already taking place.

- What are we already doing that is moving us closer to the ideal status?
- What obstacles do we currently face?
- What data do we have that tells us where we stand right now?

Finally, review your current results on the [Schoolwide SEL Rubric](#) to sketch out the roadmap that will take you from your current to your ideal status in the **columns for Year 1, 2, and 3**. If your usual planning cycle is not aligned with the academic year, feel free to adjust these column headings to match your context.

- Which activities in the rubric could be levers to help move from your current status to your ideal status?
- What are the shorter-term milestones that will need to take place to get to your ideal status?
- The **Year 1 column** should contain milestones you will begin working toward this year. It may take more than a single school year to reach these, so expect to adjust this roadmap as necessary at the end of each year.
- The **Year 2 column** should contain milestones that you will begin working toward after you have completed Year 1 milestones. It can also contain actions the team will take to maintain the progress of Year 1.

- The **Year 3 column** should contain milestones that you will begin working toward after you have completed Year 1 and 2 milestones. It can also contain actions the team will take to maintain and continuously improve earlier progress.

Example:

Priority	Current Status	Year 1	Year 2	Year 3	Ideal Status
Equitable Environment	Students and families that are ELL or have an IEP are outliers on school climate survey – rating lower levels of support. Students of color are 3 x more likely to be suspended than white students. 40% of low-income students are meeting state standards, while 65% of others are.	Initial staff-wide professional learning on culturally responsive instruction (CRI). Focus groups with students and families that are ELL and have IEPs. Review discipline procedures and practices and revise to integrate SEL and reduce disparity. Identify classrooms with highest number of discipline referrals for support with community-building and proactive discipline.	Staff-led PLCs and peer observations/feedback on CRI strategies. Increase family partnerships, targeting families with low-income, ELL, or IEP status. Review discipline data disaggregated by race for continuous improvement. Ongoing coaching and goal setting with identified staff.	Evidence of CRI in at least 80% of classrooms according to walkthrough data. Engage family partners in revising action plan based on progress data on discipline, achievement, and school climate equity.	Culturally responsive instruction implemented with quality in all classrooms, all demographic groups have equally positive responses on school climate survey, and no discipline or achievement disparities present between student subgroups.
Compassion and Respect	We are not yet using an SEL assessment or conducting SEL-focused walkthroughs.	Identify and secure resources for use of an evidence based SEL program (EBP), implement in pilot classrooms.	Expand EBP to all classrooms. Select and use an SEL assessment.	Focus coaching support on quality of implementation of EBP and improving results of SEL assessment.	All adults and students model strong SEL, all students demonstrate increased competence on SEL assessment from year to year.
Contribute to Positive Change	4 of 21 classroom teachers are using project-based learning (PBL). We are using portfolio-based assessments in all classrooms but at this time all rubric categories are focused on core academic content.	Expand youth participatory action research (YPAR) and PBL to all middle grades. Draft portfolio rubric to include SEL and leadership items, share with stakeholders.	Expand YPAR and PBL to grades 3-5. Roll out new portfolio rubric, add opportunities to fulfill SEL and leadership items.	Expand YPAR and PBL to grades K-2. Focus on increasing % of students with robust SEL and leadership portfolios.	All students successfully engage in self-directed project-based learning to address challenges they identify, all student portfolios include community leadership.

Section 3: Set SMARTIE Goals for Phase 1 of SEL Implementation

Estimated time: 1 hour per SMARTIE goal

A SMARTIE goal is:

- **S**pecific
- **M**easurable
- **A**ttainable
- **R**elevant
- **T**ime-bound
- **I**nclusive
- **E**quitable

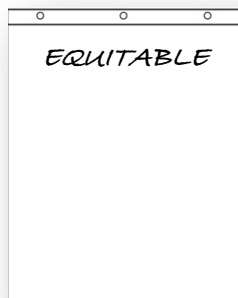
CASEL recommends that SEL teams set up to 3 SMARTIE goals at a time. At the end of a school year or implementation phase, goals can be updated based on progress, and new SMARTIE goals can be added when appropriate. For now, focus on what your team has written into the **Year 1 column** from Section 2. Using chart paper, brainstorm answers to the following questions (the order below may feel more logical than following the acronym):



SPECIFIC – What will change during Year 1, where and for whom?

For each SEL priority, describe what will change from the beginning to the end of Year 1. If your goal-setting group is large, consider dividing the priorities among smaller groups to brainstorm SMARTIE details on separate chart paper. Small group members can be designated by their area of expertise and/or to ensure each group has diverse stakeholder input.

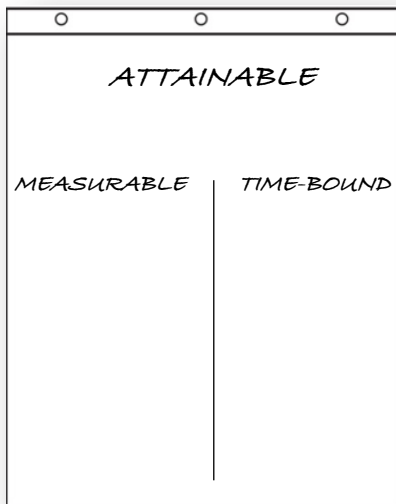
RELEVANT – Is this change clearly moving us closer to our shared vision for SEL and our school’s overall strategic goals? How will we ensure this alignment is clear for our stakeholders?



EQUITABLE – Is this change clearly moving us toward greater equity in our school? In what ways will this change address issues of injustice or oppression?



INCLUSIVE – As we later plan a series of action steps to accomplish this goal, how will we bring in traditionally excluded or marginalized groups to make decisions and contribute in a way that shares power?



ATTAINABLE – Given our current status and rate of progress toward what we want to accomplish during Phase 1, what can we expect to achieve that is both ambitious and feasible?

As subpoints beneath ATTAINABLE, add detail to make the goal MEASURABLE and TIME-BOUND in a way that presents enough of a challenge to be inspiring without overwhelming stakeholders.

- **MEASURABLE** – What outcome measures or data sources should we use to measure success? What is a reasonable magnitude of the change that we should strive for?
- **TIME-BOUND** – What is the timeframe for this accomplishment, and when will there be checkpoints along the way?

Using the results of the brainstorm for each of the bullet points from your SPECIFIC chart paper, draft a goal statement for each that meets SMARTIE criteria.

Examples:

Priority 1 – Schoolwide SEL will Support an Equitable Environment that Empowers All Students to Achieve their Potential

The results of the school climate survey **in May (time-bound)** will demonstrate a **20% increase in positive responses (measurable)** from students and families, and increase will occur **among all identified demographic groups (inclusive, equitable)**. **By end of year (time-bound)**, teachers who have received targeted classroom support will reduce office disciplinary referrals **by 30% compared to last year (specific, measurable)**.

Priority 2 – Teaching and Practicing SEL Competencies will Foster Compassion and Respect

By the **end of school year 2021-22 (time-bound, attainable)**, **all school staff will apply core practices and language from an evidence-based SEL program (specific, measurable)**, which will be selected over the course of the present school year using **feedback from staff, families and students (inclusive)** in pilot classrooms. Feedback will be disaggregated by subgroup to ensure that the selected program is a **strong fit for all students (equitable)**.

Priority 3 – By Integrating SEL into Schoolwide Practices and Instruction We Will Teach Skills and Facilitate Opportunities for Students to Contribute to Positive Change

By the **end of school year 2021-22 (time-bound, attainable)**, all students will have a complete growth portfolio that **includes a focus on SEL and community leadership (specific, measurable)**. This new portfolio rubric will be designed with **input from staff, families, and students and will be differentiated by grade level (inclusive, equitable)**, and at the middle grades level it will feature **participatory action research and a student-led community action project (specific)**.

Now that your SEL team has developed up to 3 SMARTIE goals for the first year of SEL implementation, you've answered the question **"How do we get from where we are now to where we want to be?"** in relation to systemic SEL implementation. Your SMARTIE goal statements are concrete, measurable statements about what your school will accomplish with your SEL work.



What's next:

- Use these goals to as you complete the next tool to plan SEL team action steps and benchmarks to measure progress over the course of the school year.
- Revisit these goals and update as necessary whenever your school creates a new school improvement plan, updates results on the [Schoolwide SEL Rubric](#), or otherwise advances to a new phase of SEL implementation.

Preparing SEL Team Meeting Agendas

A clear, purposeful advance agenda that includes all team members is key to making sure that the SEL implementation plan remains a top priority and team motivation and meeting attendance stays high throughout the year.

Make sure your meetings stay grounded in your core implementation goals by referencing your school's SEL rubric results and SMARTIE goals.

- What action steps need to take place this school year to accomplish your goals, and when will they need to happen?
- How will the team measure progress toward goals?
- Who will be responsible for collecting data or documentation for the next meeting, and when can the team gather and reflect on benchmark data to practice continuous improvement?

Use a chart like the example below to sketch out how your team will advance the school's SEL implementation plan and engage in continuous improvement over the course of the school year.

	Sept.	Oct.	Nov.	Dec.	Jan.
SEL Team Action Steps	-Plan all-staff meeting to develop shared vision/ shared agreements -Plan presentation and activities for family night	-Finalize SEL vision/shared agreements -Follow up communication to staff and families -Meet with OST partners to compare and align SEL objectives	-Plan social media engagement for the year -Prepare objectives/ make contacts for professional learning opportunities for the year	-Coordinate SEL content for January professional learning day and ongoing support plan	-Prepare to share SEL implementation benchmark data at staff meeting -Establish process for convening advisory council to review evidence-based programs
Benchmark Data for Continuous Improvement	-Distribute at all-staff meeting a brief survey asking staff the degree to which they felt they had a voice in the vision development	-Distribute SEL implementation survey to all staff	-Staff focus groups in grade level meetings re: vision, student strengths and needs	-Mid-year staff/ community/ student survey on school climate	-SEL team does a Learning Walk -Staff feedback from professional learning day

	Feb.	March	April	May	June
SEL Team Action Steps	-Establish selection criteria with advisory council -Identify 3-5 possible evidence-based programs	-Coordinate pilot of 1-2 evidence-based programs in classrooms from each grade band	-Share learnings from pilot program with community -Plan how to scale up throughout school next year	-Coordinate SEL content for June professional learning day	-Revise goals and implementation plan for next year
Benchmark Data for Continuous Improvement			-Teacher and student feedback from pilot classrooms	-End of year learning walk and school climate survey	-Staff feedback from professional learning day - Distribute SEL implementation survey to all staff

From here, determine how often the SEL team should meet (we recommend at least monthly) and plot out the **core agenda items** for each month. Here's an example of how an SEL team might generate more specific agenda items for their meetings using the sketch from the previous page as a guide:

Sample Core Agenda Items for SEL Team Meetings			
Sept.	<ul style="list-style-type: none"> -Develop SEL team norms -Define roles and responsibilities for all team members -Prepare agenda/rehearse presentation and activity to create shared vision and agreements at staff meeting, make exit slip, assign responsibilities -Determine materials for family night exhibit, edit the sample presentation, create a one-pager for families to take away, assign responsibilities 	Feb.	<ul style="list-style-type: none"> -Finish recruiting Advisory Council and set up meeting to define selection criteria -Narrow list of evidence-based programs to review, assign responsibilities to collect sample materials -Check in about climate support for select classrooms, communicate with teachers about inviting others to observe their class meetings, coordinate sub schedule for teachers to visit one another's classrooms
Oct.	<ul style="list-style-type: none"> -Organize & review staff feedback from shared vision staff meeting -Create version of shared vision & agreements for staff to ratify -Use feedback to generate key topics for professional learning -Invite afterschool, recess, and mentoring partners to meeting to share vision draft and compare SEL goals -Re-cap parent night, prepare follow-up communication, and plan to share SEL vision 	March	<ul style="list-style-type: none"> -Set up meeting for Advisory Council to review programs and provide feedback, organize their feedback to review as a team -Prepare launch for pilot of 1-2 top evidence-based programs -Determine next steps for the SEL Advisory Council -Check in on classroom climate/ classroom visits
Nov.	<ul style="list-style-type: none"> -Plot out month-by-month social media plan to share SEL progress with families, invite input and partnership, assign responsibilities -Review list of potential partners and topics for staff/OST partner professional learning, assign team members to make inquiries -Prepare questions and assign responsibilities to facilitate focus groups in grade level team meetings -Organize and review focus group data to plan ongoing support 	April	<ul style="list-style-type: none"> -Assign responsibilities to meet with teachers and students in pilot classrooms -Plan "open house" for staff and families to get familiar with the program we're leaning toward -Use staff and student feedback to inform plan for larger roll-out of program next year
Dec.	<ul style="list-style-type: none"> -Edit CASEL's staff/community/student survey and send out via multiple methods -Organize and review survey data and revisit implementation plan -Confirm presenters and content for professional learning day in January, assign responsibilities, make exit slip -Prepare team to conduct Learning Walk in a supportive way! 	May	<ul style="list-style-type: none"> -Prepare agenda/rehearse presentation and activity for end-of-year professional learning day, make exit slip and assign responsibilities -Edit staff/family/student survey as needed and send out via multiple methods
Jan.	<ul style="list-style-type: none"> -Organize and review feedback from professional learning day to inform plan for ongoing support -Review results of Learning Walk, areas of strength and classrooms that may need targeted climate support -Organize progress data to share with staff and families, assign communication responsibilities -Determine how we will convene an Advisory Council to assist with selecting an evidence-based program, assign responsibilities to make contacts 	June	<ul style="list-style-type: none"> -Complete Schoolwide SEL Rubric, compare results to last summer's results -Organize and review staff feedback from professional learning day and survey data -Revisit goals and implementation plan, make adjustments for next year

Expect that incidental agenda items will arise throughout the year as well – we recommend setting up a structure for all team members to contribute **additional agenda items** in advance of each meeting to stay responsive to needs as they arise and to promote equity of voice among the team.

Each Team Member Matters!

Each SEL team meeting agenda should include ways for every team member to contribute in a meaningful way. By intentionally setting up norms, routines, and activities that build an inclusive team culture, team members will be more likely to prioritize meetings and the tasks that take place outside of meetings. This also helps to ensure that the team's work reflects diverse perspectives and tends to reduce the workload for the team leader. We recommend that SEL teams:

- Set aside time at the first meeting to co-develop team norms.
- Create a rotating list of roles to share responsibilities among team members.
- Incorporate the 3 Signature SEL Practices into each meeting

Sample SEL Team Agenda (Completed)

Date: March 8

Location: First floor lounge

Time: 4:30pm-5:30pm

Team members present: Principal Johns, Ms. Florence, Mr. Williams, Mrs. Montes, Dean Adeyemi, Mr. Trucks, Mrs. Langdon

Team Norms: Speak your truth. Communicate with compassion and respect. Equity of voice. Begin and end on time.

Welcoming activity	<p>Check in: Begin with a sentence starter:</p> <ul style="list-style-type: none"> o "A success I recently had ____." o "One thing that's new about ____." o "One norm I will hold today is ____."
Data to inform discussion and planning	Data from follow-up visits to classrooms after January Learning Walk, review evidence-based program evaluations from SEL Advisory Council
Core agenda items	<p>1. Prepare launch for pilot of 1-2 top evidence-based programs</p> <ul style="list-style-type: none"> - Review Advisory Council evaluations to select 1-2 programs to pilot, order materials - Nominate teachers from each grade band for pilot and assign team member to approach each nominee - Outline criteria for pilot classrooms and how we will gather feedback at end of year
	<p>2. Next steps for SEL Advisory Council</p> <ul style="list-style-type: none"> - Group brainstorm (Think-Ink-Pair-Share) to list ways we can continue to engage our SEL Advisory Council now that they have helped select a program to pilot
	<p>3. Classroom climate checklist</p> <ul style="list-style-type: none"> - Based on data share-out from team members who visited classrooms to follow up after Learning Walk, discuss needs for additional support and learning around core practices for positive classroom climate
Additional agenda items added by team members	Student raised issue about emotional safety on the bus (Montes)
Next steps	Opportunity to visit Lincoln Middle School (Trucks)
	Order necessary materials, to arrive by March 20
	Approach pilot program nominees this week to discuss participation
Key info to be communicated to staff/students/families/community	Attend Student Council meeting to gather input re: classroom climate campaign
	Thank you email, report back on pilot program selection, and next steps to SEL Advisory Council members (Adeyemi)
	Set up materials for new SEL program in the library and send out invite to staff, students, and families preview (Williams)
Follow-up/new items for next meeting	Report back – do pilot program nominees agree to participate?
Next meeting date and location	Training needs for pilot teachers
Optimistic closure	Every other Wednesday 4:30-5:30
	One word whip-around: "A word or phrase that reflects how I feel about moving forward with this..."

Collaborating closely with out-of-school time partners? See the [OST-enhanced version of this tool](http://bit.ly/2KWhVsb). (<http://bit.ly/2KWhVsb>)

Sample SEL Team Agenda Template

Date: _____

Location: _____

Time: _____

Team members present:

Team norms:

Welcoming activity (See 3 Signature Practices Playbook for examples)	Activity description or circle question identified		
Data to inform discussion and planning	Can be planned benchmark data, stakeholder feedback, or data to help frame an issue for problem-solving		
Core agenda items	Agenda Item A	Objective	
	Agenda Item B	Objective	
	Agenda Item C	Objective	
	Item A		
Additional agenda items added by team members	Item B		
	Action A		Person responsible
	Action B		Person responsible
	Action C		Person responsible
Next steps	Item A		Person responsible
	Item B		Person responsible
	Description		
Follow-up/new items for next meeting	Date/Location		
Optimistic closure (See 3 Signature Practices Playbook for examples)	Activity description or circle question identified		

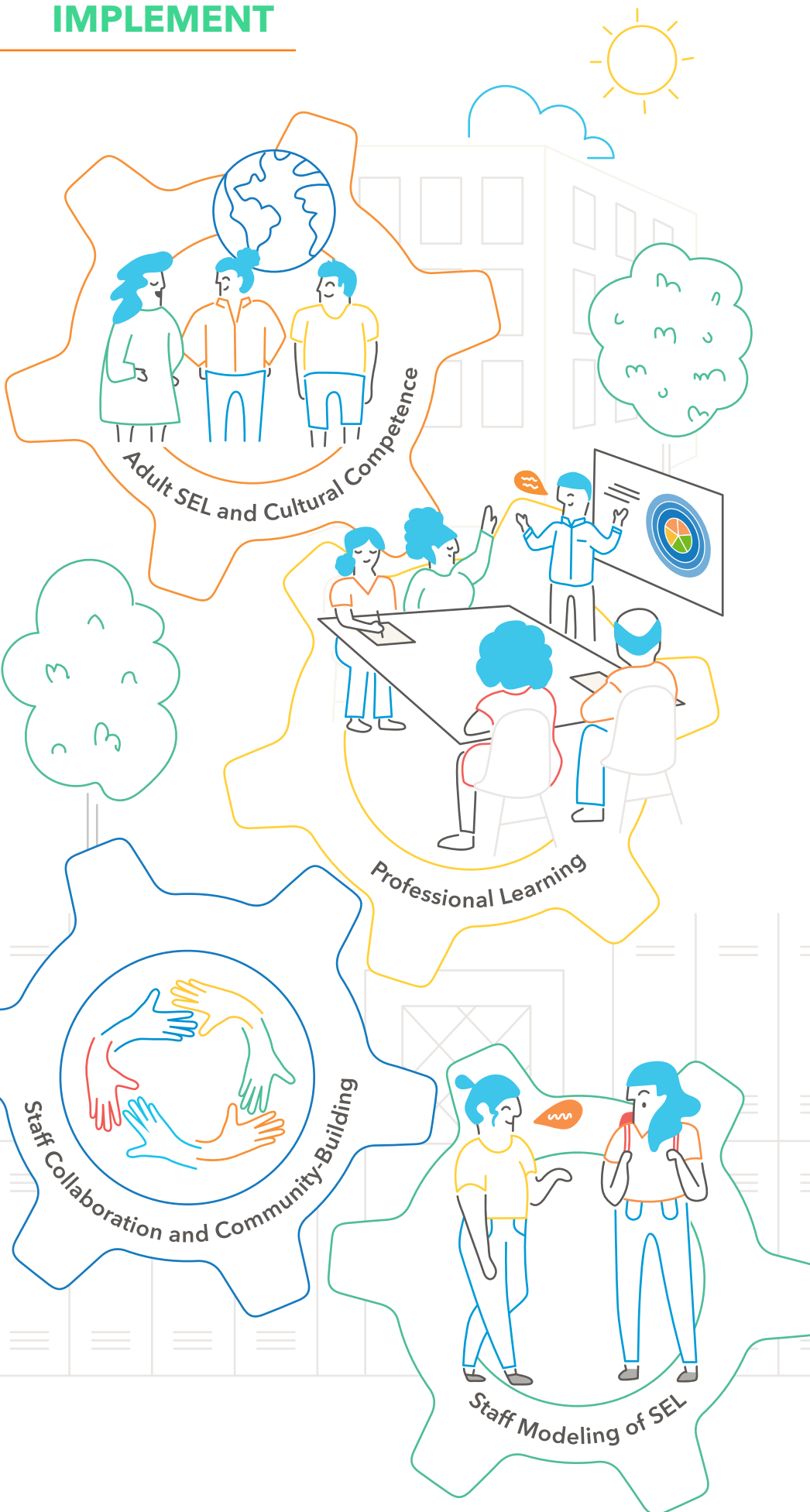
Strengthen Adult SEL Competencies and Capacity

Focus Area 2 will help the SEL team prepare professional learning to strengthen adult SEL and cultural competence, foster skills for promoting and modeling SEL, and develop structures to increase staff collaboration and community-building.

Schools are more effective at teaching and reinforcing SEL for students when they also cultivate SEL competencies in adults. As part of schoolwide SEL implementation, it is important to nurture a work environment in which staff feel supported and have opportunities to build relational trust, collaborate effectively, and sharpen their own skills.

Use these tools to help staff reflect on their social and emotional competencies, prepare to work collaboratively to realize the school's SEL vision, and model social and emotional skills in their interactions with students.

Learn more about this component of schoolwide SEL at schoolguide.casel.org/focus-area-2/.



ESSENTIAL TOOLS from FOCUS AREA 2



<u>Personal Assessment and Reflection - SEL Competencies for School Leaders, Staff, and Adults</u> - provides a framework and process for staff reflect on their own social and emotional growth.	35
<u>Creating Staff Shared Agreements</u> - outlines a step-by-step process for co-creating a set of agreements to describe how all staff will contribute to the realization of the school's shared vision for SEL and maintain a supportive work environment.	39
<u>Modeling SEL for Students</u> - provides examples of how adults can model social-emotional competencies while simultaneously influencing the learning climate.	41

ADDITIONAL RESOURCES AVAILABLE at [SCHOOLGUIDE.CASEL.ORG](https://schoolguide.casel.org)

- More ready-to-use activities for staff professional [learning](#), [collaboration](#), and [modeling](#) of SEL
- The [3 Signature SEL Practices Playbook](#) to integrate SEL practices into any meeting
- Guidance for using [grade level meetings](#) to support staff collaboration and implementation

This tool was designed for self-reflection. It should not be used to evaluate performance. Principals, administrators, SEL team members, and staff members can use it to assess their personal strengths and think about how they can model those strengths when interacting with others. The tool also offers prompts that encourage thinking about strategies to promote growth across areas of social competence.

Insights gained from this personal reflection tool can be effectively used during SEL professional learning. After individuals privately complete the tool, they can discuss general themes and examples of strengths and challenges with partners or in small groups. During regular staff meetings, staff can revisit personal goals to mark progress and update.

Here's how to use this tool:

1. Read each statement and think of related specific situations, then rate yourself on the statement by marking the appropriate box (rarely, sometimes, often). If a statement does not apply to you, draw a line through the rating box.
2. When you finish, search for patterns of strengths and challenges to guide your personal social-emotional growth process. This information is for you, so answer accurately without judging responses as “good” or “not as good.”
3. After completing the reflection, take action in light of what you learned.
 - a. Reflect upon the results to draw conclusions about your progress.
 - i. If you consider that statements marked as “often” could be indicators of personal strengths:
 1. How do these strengths affect your interactions with students and peers?
 2. What competencies do your strengths relate to?
 3. Which of your strengths do you believe will help you guide schoolwide SEL?
 4. Which are you most proud of?
 - ii. If you consider that statements marked as “rarely” could be considered as current challenges:
 1. How might enhancing this area benefit your interactions with students and/or peers?
 2. To which competency or competencies do your challenges relate?
 3. Select one or two areas you believe would help you promote schoolwide SEL.
 4. Develop a strategy to remind yourself to practice this new behavior, or bring it up as something to work on with a mentor or a coach.
 - iii. When looking at your responses, were there things that surprised you? Were there things that confirmed what you already knew about yourself?
 - b. List ways you can model your strengths for others and embed them throughout the school day.
 - c. List ways you can improve on any challenges you currently face.

Self-Awareness				
EMOTIONAL	I am able to identify, recognize, and name my emotions in the moment.			
	I recognize the relationship between my feelings and my reactions to people and situations.			
SELF-AWARENESS	I know and am realistic about my strengths and limitations.			
ACCURATE	I encourage others to tell me how my actions have affected them.			
SELF-PERCEPTION	I know how my own needs, biases, and values affect the decisions I make.			
SELF-CONFIDENCE	I believe I have what it takes to influence my own destiny and lead others effectively.			
	I feel confident that I can handle whatever comes along with calm self-assurance and a relaxed presence.			
OPTIMISM	I believe that most experiences help me learn and grow.			
	I can see the positive even in negative situations.			
Self-Management		Rarely	Some-times	Often
SELF-CONTROL	I find ways to manage my emotions and channel them in useful ways without harming anyone.			
	I stay calm, clear-headed, and unflappable under high stress and during a crisis.			
SETTING AND ACHIEVING GOALS	I have high personal standards that motivate me to seek performance improvements for myself and those I lead.			
	I am pragmatic, setting measurable, challenging, and attainable goals.			
ADAPTABILITY	I accept new challenges and adjust to change.			
	I modify my thinking in the face of new information and realities.			
ORGANIZATIONAL SKILLS	I can juggle multiple demands without losing focus or energy.			
	I balance my work life with personal renewal time.			

Social Awareness				
EMPATHY		Rarely	Some-times	Often
	I listen actively and can grasp another person's perspective and feelings from both verbal and nonverbal cues.			
RESPECT FOR OTHERS	I believe that, in general, people are doing their best, and I expect the best of them.			
APPRECIATION OF DIVERSITY	I appreciate and get along with people of diverse backgrounds and cultures in my school community and utilize inclusionary practices to ensure all voices are represented.			
ORGANIZATIONAL AWARENESS	I am astute in organizational situations and am able to identify crucial social networks.			
	I understand the organizational forces at work, guiding values, and unspoken rules that operate among people.			
Relationship Skills				
COMMUNICATION		Rarely	Some-times	Often
	I foster an emotionally nurturing and safe environment for staff, students, families, and community members.			
	I am open and authentic with others about my values and beliefs, goals, and guiding principles.			
	I communicate with and encourage interaction with staff, students, parents, caregivers, and community members.			
	I can articulate ideas that are important to me in ways that motivate others to become involved.			
BUILDING RELATIONSHIPS	I have a genuine interest in cultivating people's growth and developing their SEL skills			
	I am able to openly admit my mistakes and shortcomings to myself and others.			
	I try to understand the perspective and experiences of others before I offer suggestions.			
	I give timely and constructive feedback as a coach and mentor.			
CONFLICT MANAGEMENT	I am comfortable dealing with conflict, listening to feelings from all parties and helping them understand different perspectives.			
	I am able to guide conflicting parties to find a common solution.			
TEAMWORK AND COLLABORATION	I am good at teamwork and collaboration and generate a collegial atmosphere that inspires us all.			
	I build relationships with members of diverse groups.			
	I involve key stakeholders in important decision-making tasks to ensure we are making wise choices.			

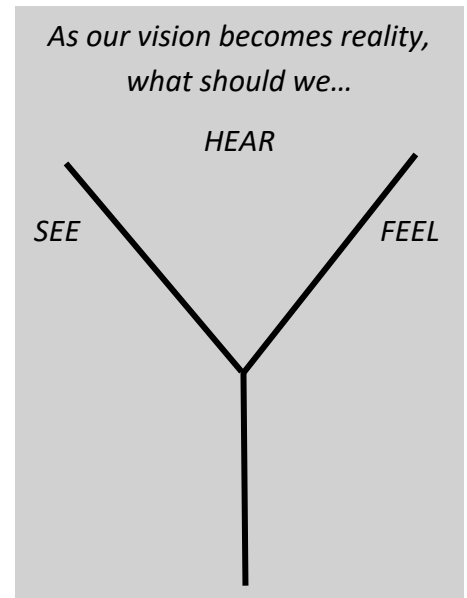
	I embody teamwork in my leadership style and personal behaviors as a role model to staff, students, and the school community.			
Responsible Decision-Making		Rarely	Some-times	Often
PROBLEM IDENTIFICATION AND SITUATION ANALYSIS	I am able to define the core of the problem and differentiate it from solution options.			
	I recognize the need for change, to challenge the status quo, and to encourage new thinking in my school.			
	I conduct a needs analysis and involve the staff to identify problems before starting a new initiative.			
PROBLEM-SOLVING	I involve others to generate multiple solutions and predict the outcome (of each solution) for key problems.			
	I find practical and respectful ways to overcome barriers, even when it comes to making decisions that may not be popular.			
EVALUATION & REFLECTION	I use more than one measure to assess progress toward social, emotional, and academic goals.			
	I provide opportunities for self-reflection and group reflection on progress toward goals and the process used.			
PERSONAL, MORAL, & ETHICAL RESPONSIBILITY	I treat other people in the way I would want to be treated.			
	I encourage community service activities for students, staff, and the community			

Creating Staff Shared Agreements

Developing shared agreements among staff is an important step between establishing a shared vision and defining specific schoolwide norms and routines to promote SEL. A shared vision is a statement of the school community's hopes for what students will experience at school. Shared agreements describe how all staff will contribute to the realization of this vision and maintain a work environment that enables everyone to stay committed. The co-creation of staff shared agreements also serves as a model for teachers as they prepare to facilitate a similar process with their students. Finally, it helps all staff envision how they will model social and emotional competence throughout the year.

1. During an all-staff meeting, **present the shared vision** that was previously developed. If possible, include out-of-school time staff and other partners in this meeting. If not, gather input from them in a parallel, separate process.

2. Ask staff to **describe what they would see, hear, and feel as the shared vision becomes reality**. Organize responses in a Y-chart. To encourage responses from all staff, give time for staff to think and write before sharing and consider using a talking circle, collecting sticky notes, or breaking into smaller groups for this step.



3. Once staff have arrived at a shared understanding of how the school's vision looks in action, work as a group to **define how all staff contribute to realizing the vision**. Set up chart paper around the meeting space with prompts on each. Provide each participant with a marker to write responses, put a check mark next to responses they agree with, and respond to the responses of others. For this "chalk talk", participants should move around the room silently and at their own pace, with enough time to visit and revisit each prompt. If you have a large group, use multiple pieces of paper for each prompt to avoid crowding.

Suggested prompts:

- What kind of work environment will help us stay committed to our vision?
 - What mindsets, skills, and SEL competencies will we need to embody to move forward toward our vision? *
 - How will we move toward our vision through the way we communicate and interact with students?
 - How will we move toward our vision through the way we communicate/interact with families?
 - How will we move toward our vision through the way we communicate/interact with each other?
 - How will we hold each other accountable to our agreements?
4. After all staff have spent time with each prompt, ask them to choose a poster that feels most powerful to them, and work with others who chose the same poster to **distill written comments down to a few core action-oriented statements**. Ask each group to record these on paper or type and send them to the facilitator who will organize them into a central document to be shared with everyone or projected in the room.
 5. As a group or later as an SEL leadership team, combine similar statements and revise to **reduce to 3-7 broader agreements that encompass all input**. Share these statements back with all participants (and remember to include out-of-school time staff and other partners). **Invite further input** by providing a window of time for staff to think about and respond to this list of agreements by using an exit slip, an anonymous survey, or reconnecting later with smaller, more focused groups such as grade-level teams. By taking time to include everyone at this stage, shared agreements become more meaningful and a better standard for accountability when the school year is underway.
 6. **Finalize the staff shared agreements and share these with staff and volunteers as well as students and their families**. Post agreements in common spaces and keep them relevant throughout the year by referring to them in staff meetings, including them as part of agendas, and leveraging them during conversations between staff and administrators.

Figure 1. School Example



A Chicago high school brought their staff together to develop a common understanding of how they would carry out their shared agreements through the way they interacted with students, colleagues, and families. The SEL Leadership Team used their feedback to complete a finalized version of their shared agreements.

Our Shared Agreements:	Always seek to understand	Be professional in every situation	Be open to innovation	Embrace diversity	Develop deeper relationships
With students	Listen to understand. Be compassionate of student needs. Be patient. Be open to student feedback.	Use appropriate academic language within the school. Show respect toward students. Be on time, prepared, kind.	Encourage student input or suggestions Allow positive use of technology in the classroom encourage creative ideas or unique responses	Learn about our students' cultures Teach them what their peers are good at so they know who to go to Let students use their language	Give kids a platform to talk about their lives. Have an open door policy Listen to know the student's life outside of school
With peers	Listen to each other. Communicate. Offer constructive criticism. Ask questions to clarify.	Adhere to professional norms. Come to work on time. Respectfully approach one another. Be on time to meetings.	Share ideas/lesson plans. Try something new.	Be aware of different points of view and your own biases. Sit with someone new.	Get to know your colleagues. Respect and encourage each other.
With families	Ask questions, listen to answers. Use a translator. Give the benefit of the doubt. Respect different parenting styles.	Make appointments Be welcoming and friendly Be calm and respectful Use a translator instead of avoiding the conversation	Ask about their child's needs Send home newsletters. Be flexible with their needs. Share new ideas.	Learn about their culture. Try to get to know the family. Understand differences.	Communicate with families. Invite families into school. Talk to them about positive and negative issues.

Modeling SEL for Students

Modeling SEL offers students positive examples of how to navigate stress and frustration and maintain healthy relationships while simultaneously influencing the learning climate. You can engage staff in this activity to reflect on how you will intentionally model SEL as part of schoolwide implementation.

This activity should be used after staff have had an opportunity to engage in foundational learning on SEL. This activity may also be combined with a process for developing Shared Staff Agreements, or for engaging staff in Reflecting on Personal SEL Skills. While this activity is targeted around modeling SEL for students, it can be adapted or expanded to include considerations for how staff will model SEL in their interactions with other staff, families, community partners, etc.

Time: 45 minutes

Materials and preparation: Poster/chart paper, markers, and handout: Social and Emotional Competencies (Download at: <https://casel.org/wp-content/uploads/2017/01/Competencies.pdf>). Write each of the five social and emotional competencies on large poster paper and hang them up around the room.

1. Welcome staff and ask them to reflect on the quote: “Children have never been very good at listening to their elders, but they have never failed to imitate them (James Baldwin in “Fifth Avenue, Uptown” published in Esquire, July 1960).” Ask staff to find a partner and share what this quote means to them and how it relates to promoting students’ SEL.
2. Review each of the five core social and emotional competencies and how they connect to student outcomes and lifelong success. Prompt staff to think about how students learn these competencies in many ways – through classroom lessons, through afterschool groups, and by “imitating” the way that adults model these competencies. Ask staff to do 1-minute free write to reflect on one way they demonstrated a social and emotional competency when interacting with students in the previous week.
3. Divide staff into five groups and assign each group to one of the SEL competency posters (i.e. “Self-Awareness,” “Self-Management,” “Social Awareness,” “Relationship Skills,” “Responsible Decision-Making”). Give staff 5 minutes at their poster to collectively brainstorm how staff can model this competency in their interactions with students. As they brainstorm, a notetaker in each group should record their ideas on the poster paper. After five minutes, ask the group to move to the next poster, read what the previous group has written, then add on to the existing ideas. Rotate until each group has gone to every poster.
4. Provide an opportunity for staff to do a “gallery walk” around all five posters.
5. After staff return to their seats, ask them to write on a post-it one specific way they will model SEL in their interactions with students in the coming week. Ask staff to share what they wrote in small groups, then close out the activity.
6. After this activity, your SEL team can synthesize and type up the ideas to create printed posters or one-pagers that can be distributed to all staff, used in team meetings, and/or hung in classrooms. You can use the template on p.2 to create this. Below the template, you’ll find additional examples of how staff might model each of the competencies.

Blank Template:

SEL Competency	How will we model this competency in our interactions with students?
Self-Awareness	•
Self-Management	•
Social Awareness	•
Relationships Skills	•
Responsible Decision-Making	•

Sample Completed Template:

SEL Competency	Modeling examples for school staff
Self-Awareness	<ul style="list-style-type: none"> Identify and name emotions in the moment: “I feel ____ when things like this happen.” Ask students for feedback on your instructional practices. Admit mistakes and say how you’ll make things right: “I’m sorry I was in such a rush that I forgot to greet you this morning. If you have a few minutes after class, I’d love to hear how your baseball game went yesterday.” Identify and discuss your strengths and limitations. Reflect on your own cultural lens and identify biases that may exist as a result of that lens. Build awareness of how your emotions impact students. Notice events and ideas and how your body responds to them. Notice personal behaviors, tone of voice, and personal affect that arise with various emotions/situations.
Self-Management	<ul style="list-style-type: none"> Discuss how you set and plan to achieve personal goals and how you improve your own practice. (“My teaching goal this year is to design lessons that let you have more opportunities to collaborate with one another. Will you help me brainstorm how I can reach this goal?”) Demonstrate self-regulating and calming strategies in age-appropriate ways (“I’m feeling a little frustrated, so I’m going to stop and take a breath before I decide what to do next.”). Ask students for help when appropriate Approach new or unexpected situations as learning opportunities. Use and return school materials with care. Model respectful and restorative language when addressing challenges with students.
Social Awareness	<ul style="list-style-type: none"> Consider students’ perspectives and understand that everyone has their own set of truths and beliefs based on their own experiences. Actively support the school’s mission and goals. Model upstanding behaviors. Be willing to compromise. Model appreciation and acceptance of others’ beliefs and cultural differences. Treat students’ families and community organizations as partners who can support your work with students
Relationships Skills	<ul style="list-style-type: none"> Greet students by name daily. Build a connection with someone in your school with whom you do not normally interact. Take time to reflect on potential outcomes before responding to challenging students. Allow students to get to know you within your individual comfort level and appropriate boundaries. Get to know students within your individual comfort level and appropriate boundaries. Be willing to give and receive constructive feedback from students. Model fairness, respect, and appreciation for others. Acknowledge the efforts of others with encouragement and affirmation.
Responsible Decision-Making	<ul style="list-style-type: none"> Model problem-solving strategies, like gathering all relevant information before drawing a conclusion. Consider legal and ethical obligations before making decisions. Place the needs of students ahead of personal and political interests. Consider how your choices will be viewed through the lens of students.

Promote SEL for Students

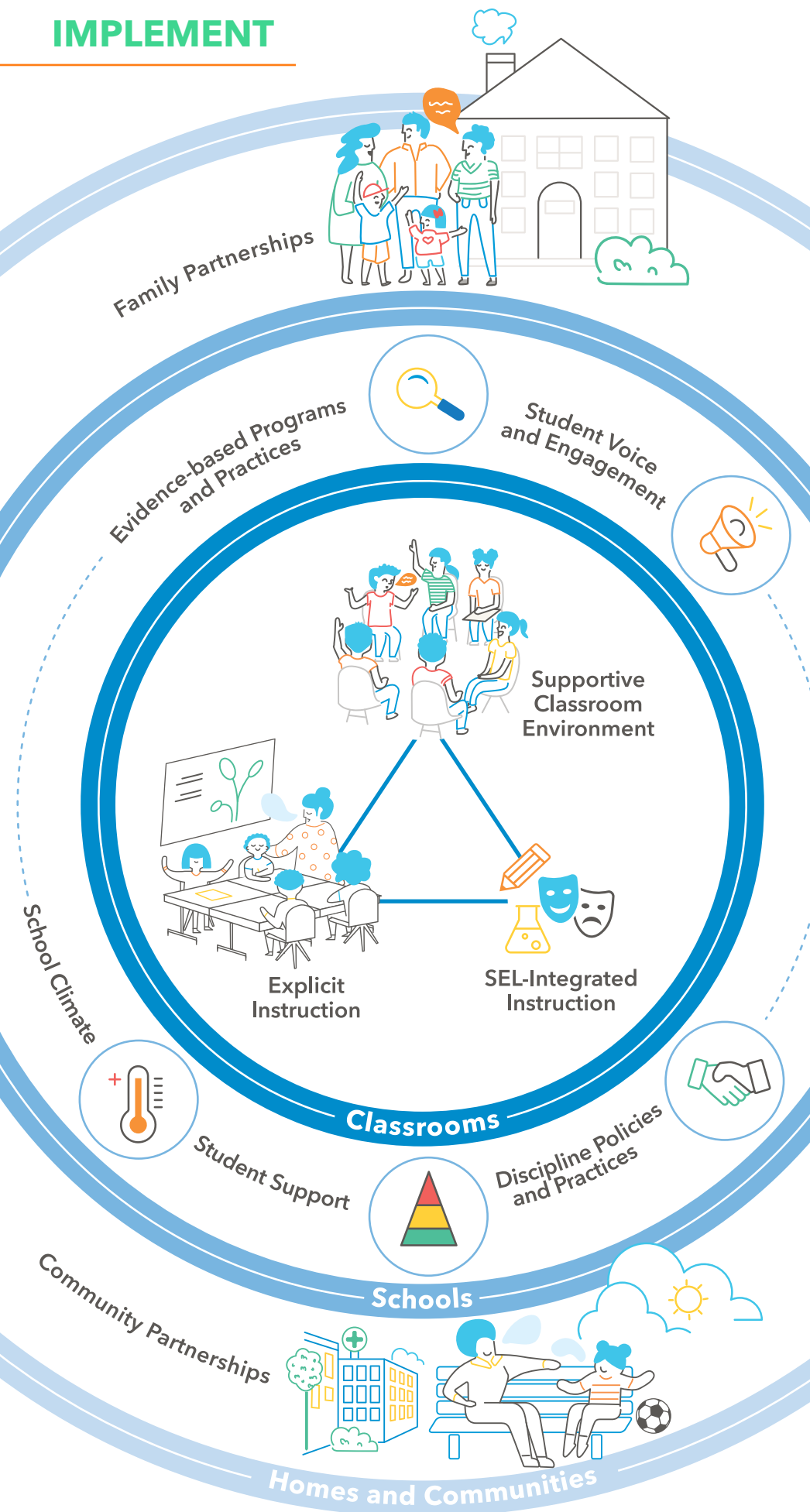
Focus Area 3 describes key components for building aligned and coherent strategies that promote SEL across the different settings students experience throughout the day.

CLASSROOMS: Use the tools in this section to provide opportunities for explicit SEL instruction, to integrate SEL into academic content and learning structures, and to build supportive classroom environments.

SCHOOLS: Use the tools in this section to help foster a supportive school climate, adopt evidence-based programs and practices, elevate student voice and engagement, and align student support structures and discipline policies and practices to SEL.

HOMES and COMMUNITIES: Use the tools in this section to build meaningful family and community partnerships and two-way communication to gain insight, align SEL goals, and share resources to support students.

Learn more about this component of schoolwide SEL at schoolguide.casel.org/focus-area-3/.



ESSENTIAL TOOLS from FOCUS AREA 3



<u>Developing Schoolwide Norms</u> - describes 3 possible approaches to include all students in a collaborative process to define how all students and staff will behave and interact to contribute to a positive school climate.	45
<u>Selecting an Evidence-Based Program</u> - offers guiding questions to determine whether an evidence-based program answers the needs of your students, families, teachers, school, and district.	47
<u>SEL in the Classroom Self-Assessment</u> - helps teachers assess strengths and areas to develop as they promote SEL through explicit instruction, integration into academic instruction, and a supportive classroom climate.	49
<u>Strategies for Establishing School-Family Partnerships in Support of SEL</u> - suggests ways that the SEL team can further engage families in learning about, supporting, and promoting SEL.	51
<u>Coordinating SEL Work with Community Partners</u> - offers guidance on how to leverage community partnerships by deepening SEL alignment and practice and planning for collaborative communication and continuous improvement.	53

ADDITIONAL RESOURCES AVAILABLE at [SCHOOLGUIDE.CASEL.ORG](https://schoolguide.casel.org)

- Tools to support in aligning [school discipline practices](#) and [systems of support](#) for students with the school's SEL vision
- Sample [lesson plans](#), [activities](#), and self-assessments to help teachers [integrate SEL with academic instruction](#)
- Examples and links to toolkits for [elevating student voice](#)
- Videos and discussion guide to facilitate stronger partnerships with [students' families](#)
- Planning tools for strengthening alignment between the school and its [community partners](#)



Developing Schoolwide Norms

Schoolwide norms are a set of agreed-upon expectations of how all students and staff will behave and interact to contribute to a positive school climate. Once developed, it's important to create opportunities to share and reinforce these norms with all staff, students and community partners. In addition to posting the norms throughout the building, many schools develop lesson plans, host school assemblies, and embed norms into daily school activities. It's vital to regularly reflect on the norms, celebrate examples, address lapses, and keep them alive and authentic throughout the school community all year long.

Below are some suggested approaches for collaboratively developing schoolwide norms:

Elementary Schools

Teacher-led classroom voting

1. Ask each classroom or homeroom teacher to introduce this exercise by explaining the definition, purpose, and importance of norms and giving examples of what norms might look like.
2. Teachers can then ask students guiding questions, such as:
What type of school do you want to be a part of?
What would it look like and sound like?
How would people talk to each other?
How would people resolve a problem or a conflict?
3. Teachers then work with their class to summarize their responses into three to five positively-stated norms, and submit their class's list to the SEL team.
4. The SEL team reviews answer from all classrooms for common themes, selecting about 10 agreements.
5. The SEL team can then create a survey in which all students and staff vote on the norms that best represent the common themes, and choose the top three to five norms.

Middle or High Schools:

Student-led classroom voting

With older youth, norms can be more powerful and engaging if students are invited to lead the norm-development process.

1. Identify student representatives from each classroom that represent the diversity of the school. It's important that representatives are not your traditional school leaders, but students who represent different perspectives, achievement levels, behaviors, cultures, values, etc.
2. Engage the group in a discussion around the meaning and purpose of schoolwide norms. This group should then decide on a process for engaging the larger student body in creating norms. You may choose to use the following steps as guidance for a process:

3. In each classroom or homeroom, the student representative introduces the exercise by explaining that as a school they will be developing schoolwide norms and that all students and staff are invited to submit recommendations for norms.
4. The student representative then explains the definition, purpose and importance of norms and gives examples of what norms might look like.
5. The student representative asks students to share reflections on guiding questions, such as:

What type of school do you want to be a part of?
What would it look like and sound like?
How would people talk to each other?
How would people resolve a problem or a conflict?

6. Next, the student representative opens the floor for suggestions, keeping notes on a whiteboard or chart paper until they have 5 to 10 suggestions for norms. Student representatives then submit their classroom's suggestions to the SEL team.
7. The SEL team can then create a survey in which all students and staff vote on the norms that best represent the common themes, and choose the top three to five norms.

Alternative Approach

Appropriate for PreK-12

Beginning with Classroom Shared Agreements: Ask each classroom or homeroom to create a set of [classroom shared agreements](#). The SEL team collects those shared agreements and looks for common themes that would be applicable to a schoolwide setting.

The SEL team then creates two to three draft versions of schoolwide norms, explains how they were developed, and asks the whole school to vote on a final set of schoolwide norms.

Selecting an Evidence-Based Program

Collaborating closely with out-of-school time partners? See the OST-enhanced version of this tool.

(<http://schoolguide.casel.org/wordpress/./uploads/2019/01/tool-Choosing-an-EBP-Aligning-priorities-OST.docx>)

Your SEL team will need to consider several factors prior to the adoption of an evidence-based program for SEL. The program you select should be aligned to the needs of your students and their families, meet the needs of your teachers who will be using the program, and align with both district and school priorities. As a team, discuss the following questions to clarify these needs and priorities.

1. **What would a program need to include so that it is able to meet the needs of your student population and their families?** (consider cultural relevance and responsiveness, language needs, etc.)
2. **What kind of program makes sense based on the needs of our teachers?** (consider the time needed to prepare for and teach the program, type of materials needed, time needed for training, etc.)
3. **What district goals should we keep in mind while selecting an SEL program?** (Does the district have specific goals around increasing academic performance? Decreasing challenging behavior? Increasing positive social behavior? Other relevant goals?)
4. **What school priorities will our evidence-based program for SEL need to align with?** (PBIS? State SEL Standards? Other programs and initiatives?)

Keeping in mind your answers to the questions above, use the [CASEL Program Guides](#) to identify two to four evidence-based programs that you are interested in learning more about. Use Rating Tables to identify program candidates (consider grade ranges covered, approaches used to promote SEL, settings that reinforce SEL). Then, use program descriptions to continue to narrow your search.

Selecting an Evidence-Based Program

As a team: After reviewing the CASSEL Program Guide, place the names of the evidence-based programs you selected in the first row of the table below. Then, choose a rating for each program based on the questions in column one.

	[Name of EBP]	[Name of EBP]	[Name of EBP]	[Name of EBP]
The program meets the needs of our student population and their families.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
	Notes:	Notes:	Notes:	Notes:
The program meets the needs of our teachers (it can feasibly be accomplished during the school day, is in a format that teachers will find useful, teachers can feasibly attend the amount of training required, etc.)	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
	Notes:	Notes:	Notes:	Notes:
The program's outcomes align with our district's goals.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
	Notes:	Notes:	Notes:	Notes:
This program will integrate well with things we are already prioritizing at the school level (e.g. PBIS, State SEL Standards, etc.)	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
	Notes:	Notes:	Notes:	Notes:
Total Points				

Once you have determined two to four potential programs, gather additional information by visiting the websites of the program providers and contacting them directly to receive answers to specific questions, request sample lessons, etc.

SEL in the Classroom Self-Assessment

TEACHER/CLASSROOM: _____ DATE: _____

Use this self-assessment three to four times over the course of the year to assess your strengths and areas to develop as you promote SEL through explicit instruction, integration into academic instruction, and a supportive classroom climate. Place a check in the column that indicates the frequency of each indicator. For indicators that you rate as “sometimes” or “infrequently,” consider what strategies, resources, or support you may want to use to deepen your SEL practice. For indicators you rate as “unsure,” consider what additional information or feedback you want to gather.

Markers of SEL in the Classroom		Often	Sometimes	Infrequently	Unsure
Explicit Instruction	I use an evidence-based approach to teach social and emotional skills in a sequenced, active, focused, and explicit way and on a regular schedule.				
	I teach SEL in a way that is developmentally appropriate and culturally responsive for my students.				
	My students lead routines, share their perspectives, and reflect on their experiences during SEL instruction.				
Integration of SEL into Academic Instruction	SEL standards/goals are embedded into my academic lessons (see sample lesson plans).				
	Students make connections between SEL and what we’re learning and initiate reflection and discussion.				
	I foster academic mindsets by helping students set goals, commending academic risk-taking and incremental progress, showing students how to correct mistakes, and framing struggle as a key part of the process of learning.				
	I select content and plan instruction that links to students’ lived experiences and frames of reference and by anticipating support that individuals may need to access content and participate fully.				
	I design learning activities that allow students to explore issues that are important to them and co-create solutions to improve the classroom, school, or community.				
	Class time is balanced with periods of teacher-led instruction, student talk and interaction, and time to work/reflect alone.				
	I prepare students to engage in classroom discussions by actively listening to their peers, affirming and respectfully challenging each other’s ideas, and formulating questions.				
	I ask open-ended questions to surface student thinking and probe students to elaborate on their response.				
	I use collaborative structures that require students to communicate, cooperate, share responsibility, monitor that all ideas are heard, and problem-solve.				
	Students reflect on what made their collective work successful and/or challenging and plan for improvement.				

Supportive Classroom Climate	My class has co-developed shared agreements for how we will treat one another, and we check in regularly about how we are living by our shared agreements.				
	Students know, follow, initiate, and provide input and feedback on our regular classroom routines and procedures.				
	I communicate that I appreciate each student as an individual and am interested in knowing them.				
	I check in and follow up with students about their perspectives and concerns.				
	I facilitate class meetings, circles, or other intentional community-building activities to cultivate a culture of personal connection, mutual support, and belonging.				
	I vary student grouping so that each student gets to know and work with everyone else.				
	My classroom environment, activities, and interactions affirm students' diverse identities and cultures. We share and learn about each other's lives and backgrounds.				
	I teach, model, and reinforce language and strategies that help students to express empathy, resolve conflicts, repair harm, self-reflect, and self-regulate.				
	When classroom agreements are breached, I respond in a way that is discreet, developmentally appropriate, culturally responsive, and restorative (such as using empathetic listening, "I" statements, and open-ended questions).				



Strategies for Establishing School Family Partnerships

Use Two-Way Communication with Families

Orient families to what SEL is, why it's essential to high-quality education, and the roles in which they may provide feedback and input about schoolwide SEL. Two-way communication vehicles (see below) can maximize teamwork and minimize misunderstandings.

- Set a positive tone by communicating with families at the beginning of the school year. Start off by gathering information about family preferences, talents, and availability. Engage families with welcoming letters and learn more about them by asking them to complete brief surveys about family preferences for school-home communications and involvement and their perceptions of SEL (Albright, Weissberg, & Dusenbury, 2011).
- Ask families to complete “talent cards” or student information sheets to get family perceptions of their student’s strengths. Inviting families to write a letter describing what they love about their child, their strengths, and the ways they like to learn can help schools develop a better understanding of students and proactively begin relationship-building.
- Inform families about available school programs, activities, and policies that support SEL. Sharing SEL policies and practices helps families understand how the school operates and encourages them to partner with the school in supporting student performance.
- Communicate with families about SEL activities using regularly scheduled formal and informal communications, such as class or school newsletters.
- Be flexible and creative in communication about SEL. Find what works for different families. Some families may respond best to written or electronic communications, while others may respond to in-person communication.
 - Use “notes-back-and-forth” or a traveling journal where school staff can highlight students’ successes and SEL skills. Families can reply with information about SEL in the home. This encourages communication not only when students are experiencing challenges.
 - Use text or email communication.
 - Create a social media page to communicate to parents broadly about school events.
- Post important SEL information on the school’s website. Such information might be related to SEL curriculum, homework assignments, climate and culture, and upcoming events.

Engage Families

- Invite families to get involved in SEL by offering volunteer opportunities (e.g., in classes, outside of classes, extracurricular activities, or field trips) and welcoming their input.
- Have a translator available for face-to-face meetings.
- Encourage parents to attend events like family nights or a “family of the week” program to share occupations, interests, hobbies, culture, and stories.
- Give families access to school facilities like computer labs, libraries, basketball courts and weight rooms. Offer classes and engaging experiences so families can experience the school as a center of community activities (Jeynes, 2011).

<p>Increase Family involvement in Academic, Social, and Emotional Learning</p>	<ul style="list-style-type: none"> • Provide families with information about children’s social and emotional development and how they can support this development at home. • Provide families with information about homework policies and how to support student homework. • Assign SEL activities that involve families as homework. • Listen to families’ ideas about ways their children’s SEL skills are benefiting them at school and at home. • Listen to families’ stories and ideas about ways they are promoting SEL at home or suggestions for experiences that can be shared. • Host informational question-and-answer sessions for families so they can better understand schoolwide SEL and any other school activities. • Organize workshops to help families meet students’ developmental needs in appropriate ways. Workshops for families with younger children can focus on school readiness, mastery of basic skills, and motivation (Tolan & Woo, 2009). For families with older children, the content can focus on such topics as facilitating transitions to the upper grades, understanding their children’s growing desire for autonomy, or addressing risky health behaviors (Reschley & Christenson, 2012). At the high school level, family-oriented programming can turn to such issues as the complexities of the high school curriculum, graduation criteria, and college and career planning, including financial aid resources and support (Mapp et al, 2008). <p>Provide informational sessions about schoolwide SEL practices and standards and how they connect to learning goals for literacy, mathematics, and other core content areas. Discuss ways families can support their students’ success in these areas.</p>
<p>Involve Families in Decision-Making</p>	<ul style="list-style-type: none"> • Organize parent-teacher conferences and meetings that encourage families to be involved in decisions affecting their children’s learning. • Invite families to participate as members of decision-making committees and groups. Encourage participation on the SEL team, school improvement team, and district committees. • Encourage families to participate in school climate surveys and elicit feedback from families on how they think the school year is going.
<p>Bridge Constraints</p>	<ul style="list-style-type: none"> • Meet with families outside of the school or during evenings or weekends. • Provide interpreters for families to accommodate speakers of various languages. If resources allow, hire a family liaison to help address language and cultural challenges by developing newsletters, assisting in conferences and meetings, and planning family outreach events.
<p>Increase Capacity of School Staff to Partner with Families</p>	<ul style="list-style-type: none"> ▪ Facilitate professional learning opportunities related to partnering with families and encouraging family involvement in the school. <p>Focus professional learning on how to cultivate productive relationships with families, personalize connections and interactions with families, and collaborate and leverage cultural richness and diversity for effective engagement strategies.</p>



Coordinating SEL Work With Community Partners

School communities can deepen the impact of systemic social and emotional learning by thoughtfully and intentionally leveraging community partnerships. Through prioritizing alignment – in language, in strategies, in practice and in communication around SEL – we ensure that youth have opportunities to deepen their SEL skills in seamless ways across all learning environments.

For school communities eager to begin building meaningful community partnerships, additional tools and guidance can be found in [Focus Area 3: Community Partnerships](#).

Many school communities already have a complex web of community partnerships. Each may serve different youth populations, facilitate different programs, draw from different funding sources, and work toward different outcomes. Keeping track of the efforts and outcomes of each partner and maintaining effective communication and collaborative relationships can be a challenge in the busy school environment.

This tool offers guidance on how an SEL team might leverage those community partnerships in a more intentional manner.

- First, develop an inventory – or a comprehensive list – of all partnerships and document the function and nature of each partnership.
- Second, identify opportunities for deepening SEL practice and alignment.
- Third, establish structures to communicate with key partners about progress, continuous improvement, ongoing alignment, and wraparound support for students.

Part I: Develop an Inventory of all Partnerships

Brainstorm all of the partnerships that are currently working in/with your school community. This should be an exhaustive list of key partners that work with your students, in your school building or community, before or after school, during the summer, or even during the school day.

Community partners may include: out-of-school time providers (before school and afterschool programs), embedded direct service providers, community-based nonprofit organizations, health care providers, university research centers, colleges of education, mission-driven foundations, governmental agencies, and local businesses.

To efficiently kickstart the process, consider identifying a couple SEL team members to lead the brainstorming process. They can prepare a list of partners to share with the SEL team, who can then identify any additional partners who may have been left off the list.

Next, consider adding context around key community partnerships to create a reference document. Helpful information may include: mission and outcome goals, key contacts at the partner organization and the school, schedule/duration of supports, location of programming/supports/services, target audience/population, and other details about the history of partnership (years, funding source, etc.).

Suggested template for documentation

Name of community partner	Mission	Outcome goals	Community partner point of contact	School community point of contact	Schedule and duration of supports	Location of programming, supports, or services	Target audience or population	Additional notes
<i>Community Partner 1</i>								
<i>Community Partner 2</i>								

Part II: Find Opportunities to Deepen SEL Alignment and Practice

Levels of collaboration and engagement will vary among community partners. It is encouraged that school communities share their vision, goals, and priority initiatives for SEL with *all* community partners.

Identify most relevant SEL partners

From the full list of community partners, the SEL team can discuss who should be primary collaborators for SEL. During a team meeting, consider doing a card sort or charting activity to determine which category best fits each community partner:

- 1) Partners most clearly supporting SEL
- 2) Partners that can potentially support SEL
- 3) Partners with no apparent connection to SEL

Discuss touchpoints and levers

Consider the topics and questions below to explore how an SEL team might identify opportunities for deepening SEL collaboration. These suggestions are meant to inspire conversation and ideas that may shape the agenda for a collaborative meeting with partners. As partnerships are strengthened, revisit these questions periodically as a check-in.

Understanding SEL practices

- What opportunities exist in the partner's setting for young people to grow and develop socially and emotionally?
- How do the partner's goals align with supporting youth in the development of their social and emotional skills and competencies?
- How advanced is this partner in their knowledge and practice of SEL? What knowledge and practice can be shared across contexts?
- If there are aspects of the community partners' work that promote SEL in subtle ways, are there opportunities to make this more intentional and explicit?

Creating a shared vision

- How can we best share our vision for SEL and learn from our partner about their vision for SEL?
- Should we develop a shared vision for SEL across contexts and work?

Spreading the word

- How can each side of the partnership share communications around SEL with their networks?
- How can families be engaged authentically? Are there family engagement sessions where SEL could play a role?

Fostering collaboration

- Is there a possibility of having joint professional learning opportunities with staff from all sides of the partnership?
- Are there opportunities for staff to cultivate their own social-emotional competence together?
- Could there be facilitated cross-site visits, where staff from the school community and staff from the community partnership have a chance to see one another in action and witness each other's approach to SEL?

Engage in collaborative planning

In a joint meeting with the school SEL team and a given community partner, consider common SEL goals. Then, identify what practices are already happening in the school and in the partner's work to support that goal. As a team, discuss what opportunities exist for alignment and identify what key personnel will be involved in implementation.



This process for collaborative planning is adapted from [Beyond the Bell](#), a project from the American Institutes for Research.

Part III: Planning for Follow-Through

Structures for communication and continuous improvement are critical for building an authentic, sustainable partnership. To maximize the impact of aligned efforts, schools and community partners must think about how they will communicate over time and work together to use data to continuously improve.

Communicating for impact

What structures will exist for communication between adults working in the school and in the community partner organizations that work with the same young people?

Consider the following questions:

- How do we currently communicate?
- Who needs to be informed, and what do they need to be informed about?
- What communication needs to occur to achieve our outcome goals, and how often?
- How can we communicate efficiently and consistently?

Aligning continuous improvement

To practice continuous improvement is to establish a structured, ongoing process for collecting, reflecting on, and using data to inform decisions and drive improvements with SEL implementation. This requires tracking efforts, measuring progress, examining and reflecting on data, and adjusting the course as necessary.

In an authentic partnership, engaging in continuous improvement collaboratively can help deepen understanding of each other's practice, leverage each party's unique strengths, and foster open dialogue. In creating structures where school-day and community partners come together to share data, examine their progress together, and strategize about how to improve, SEL becomes a sustainable, integrated practice across contexts.

Consider the following questions:

- What kind of data will help us measure collective progress toward our shared goals?
- What data is already being collected by the school and by the partner? How frequently?
- Do we need to collect new data, or can we modify the way we currently collect data to better inform decisions about SEL implementation?
- What data would be important to share/can legally be shared? How frequently?
- How often should the school and community partner(s) come together to discuss continuous improvement efforts, and what meeting format would work best to promote equity of voice and solution-oriented discussion?

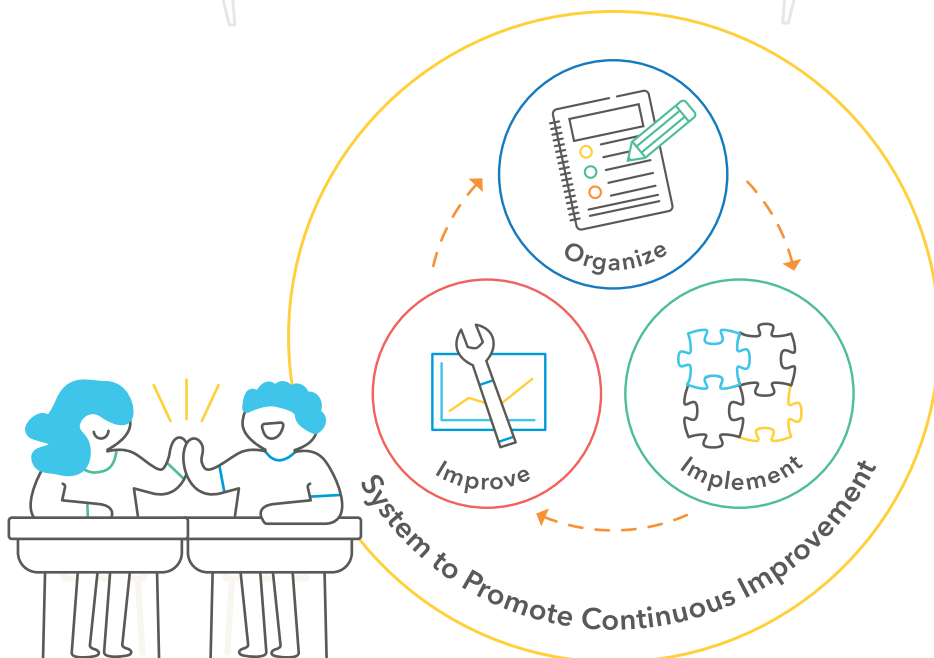
Practice Continuous Improvement

Focus Area 4 is not a “ final step” but rather the ongoing process of setting goals, measuring progress, addressing challenges, and adjusting plans to improve SEL implementation and impact.

The SEL team will launch the continuous improvement cycle by setting measurable goals and identifying data sources to monitor implementation and outcomes. When the implementation plan is underway, the SEL team will review data on a regular basis to learn whether SEL strategies are driving toward intended outcomes and make course corrections as necessary. As SEL goals are reached, the process continues as the SEL team plans ways to sustain success and sets new goals.

Resources within this focus area will help the SEL team drive high-quality continuous improvement by using data to organize, implement, and improve schoolwide SEL.

Learn more about this component of schoolwide SEL at: schoolguide.casel.org/focus-area-4/.



ESSENTIAL TOOLS from FOCUS AREA 4



Indicators of Schoolwide SEL Walkthrough Protocol - observation 59

tool to collect data to support the continuous improvement of schoolwide SEL implementation

SEL Data Reflection Protocol - a process for team members to 71

describe what they see in the data, make inferences, and share implications for future work

ADDITIONAL RESOURCES AVAILABLE at SCHOOLGUIDE.CASEL.ORG

- A [survey](#) to gather perceptions from staff, families, and community partners to inform decisions and next steps
- Links to the SEL Assessment Guide and other sources for selecting [assessments](#) of students' SEL competencies and school climate
- More [protocols](#) to learn from data, identify root causes of problems, and strategize for improvement

TOOL: Indicators of Schoolwide SEL Walkthrough Protocol

Collaborating closely with out-of-school time partners? See the [OST-enhanced version of this tool](#)

School _____ Observer Name(s) _____ Date _____

Definitions

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Schoolwide SEL is a systemic approach to integrating academic, social, and emotional learning across classrooms, the school building, and in collaboration with families and community partners. This approach provides a learning environment that infuses SEL into all aspects of instruction and promotes equitable outcomes for all students.

Purpose

This protocol is designed to help school-based SEL teams and/or observers look for [indicators of schoolwide SEL](#). The protocol is designed to support the continuous improvement of schoolwide SEL implementation. School-based SEL teams can use data from this protocol to set schoolwide implementation goals, reflect on and track progress, and develop or adjust action plans. By rating the indicators of schoolwide SEL, the walkthrough protocol allows observers and teachers to focus on feedback and development. It is not a comprehensive evaluation system, but should be one of multiple measures for coaching and feedback. Schools are encouraged to be inclusive by involving a broad range of stakeholders in use of this walkthrough protocol, which could also include students and family members.

Design

This protocol is divided into two sections that allow observers to look for evidence of schoolwide SEL across multiple contexts:

- **Section 1: Classroom climate and practices.** This section provides guidance on observing classroom climates and practices. It is not intended to provide data on individual teacher or classrooms. Rather, it should be used to support teams tracking the progress of schoolwide SEL implementation *across* classrooms. Before beginning observations, it is helpful to explain to teacher the purpose of the visit and to observe multiple classrooms during different times of the day.
- **Section 2: Schoolwide systems and practices.** This section provides guidance on observing schoolwide SEL implementation across the school's climate, family and community partnerships, and continuous improvement systems. In addition to observations in school common areas, it is necessary to have conversations with school staff, leadership, the SEL team, community partners, and students and/or their families to better understand how SEL is being implemented across contexts. When having conversations with these stakeholders, request relevant artifacts to help score the protocol accurately.

Scoring

- When using the rubric, score each item on a scale from 4 (strong evidence) to 1 (weak or no evidence).

Section 1

- "4" indicates strong evidence that SEL is internalized and owned by teachers and students.
- "3" indicates that classrooms are effectively promoting SEL but efforts are mostly teacher-led.
- "2" indicates that classroom practices attempt to promote SEL but are inconsistent.
- "1" indicates that there is not yet evidence that classroom practices are attempting to promote SEL through this item. If there was an opportunity to see something and it was not done, that should be a "1"

- Score “not observed” if you do not have enough information to provide an accurate score. This should be used sparingly. Scoring “not observed” may be due to time constraints and not being in a classroom long enough to see a particular strategy or behavior.
- Each component in this section includes “look-fors” that are intended to serve as guidance only. These look-fors are not an exhaustive list and should not be the only practices and strategies to look for.

Section 2

- “4” indicates strong evidence that SEL is seamlessly integrated into schoolwide systems and practices.
- “3” indicates that schoolwide systems and practices are effectively promoting SEL but not yet fully integrated into all aspects of the school.
- “2” indicates that schoolwide systems and practices attempt to promote SEL but are inconsistent.
- “1” indicates that there is not yet evidence that schoolwide systems and practices are attempting to promote SEL through this item.
- Score “not observed” if you do not have enough information to provide an accurate score. This should be used sparingly. Scoring “not observed” may be due to time constraints, not being in common areas long enough to see a particular strategy or behavior, or not being able to observe SEL practices and strategies that occur outside of the regular school day.
- Each component in this section includes “look-fors” that are intended to serve as guidance only. These look-fors are not an exhaustive list and should not be the only practices and strategies to look for.

Procedure

- Classroom
 - Identify which classrooms you will visit before getting started, and let each teacher know the purpose of the walkthrough and how many observers to expect. It is important for them to know that you are not evaluating their classroom, and instead are observing SEL implementation in multiple classrooms and throughout the school building. It is good practice to share the results of the walkthrough once it is completed, since it is a learning opportunity for all educators in the building.
 - Be systematic and consistent with how long you spend in each observed classroom. This protocol was designed to be used with 15-minute visits to each classroom. This short of an interval allows observers to visit more classrooms and common areas. However, such a short interval can result in data that are less reliable. For example, only being in a classroom for 15 minutes means you will miss a lot of the instruction that will happen during rest of the day. Results of the walkthrough will be impacted by when you are and are not in each classroom. More accurate data can be collected if classrooms are visited for longer amounts of time of time. The most important factor is consistency in observations. If you observe one classroom for 30 minutes, be sure the rest of your classroom observations are also 30 minutes long.
 - Be mindful of how note taking can be perceived by educators. In some instances, it may make them feel uncomfortable, so consider not taking notes when you’re in the classroom. If you don’t take notes in the classroom you can write them down afterwards once leaving the room.
- Schoolwide
 - Before getting started, identify stakeholders who are available and willing to have a conversation about schoolwide SEL with observers. It is helpful when building leaders, educators, support staff, students, and families can provide their perspectives on schoolwide SEL and how it is being implemented.
 - Request artifacts that relate to schoolwide SEL to help with scoring this walkthrough protocol. Asking about artifacts before starting the walkthrough can identify SEL practices and strategies to look for. Asking about artifacts after the walk allows observers to follow upon SEL practices and strategies they observed in practice.
 - Identify which common areas you will observe before getting started. You will want to visit areas where students and adults are interacting, such as the main office, cafeteria, library, gymnasium, and outdoor spaces.
 - Make sure to time the walkthrough so you are in hallways during transitions.
 - Score this section of the protocol Score this section of the protocol after all common areas have been visited, and after having conversations with stakeholders and reviewing any artifacts they offered. Each of these will be important to draw upon when scoring this section.

Section 1: Classroom Climate and Practices

This section guides observers in looking for evidence of schoolwide SEL across classroom climate and practices. It is not intended to evaluate or assess individual teacher or classrooms. Before beginning the walkthrough, it is helpful to explain to teacher the purpose of the visit and to observe multiple classrooms during different times of the day.

	4	3	2	1	Not Observed
1. Supportive classroom climate					
Classroom learning environments are supportive, culturally responsive, and focused on building relationships and community.					
1a. Teacher-student relationships <u>Look for/Learn about:</u> <ul style="list-style-type: none"> -Addresses each student by name - Response to student needs - Positive teacher language - Affirming student efforts -Students sharing ideas, perspectives, concerns 	<p>Virtually all students share their ideas, perspectives and concerns with their teacher and their peers.</p> <p>Teacher joins in students' activities, positively communicates and demonstrates warmth and enjoyment with students.</p> <p>Teacher acknowledges students by name and affirms student interests, efforts and accomplishments in the classroom.</p> <p>Teacher demonstrates awareness to and responds to student needs and demonstrates that they appreciate each student as an individual.</p>	<p>Over half of students share their ideas, perspectives and concerns with their teacher and their peers.</p> <p>Teacher acknowledges students by name and affirms student interests, efforts and accomplishments in the classroom.</p> <p>Teacher demonstrates awareness to and responds to student needs and demonstrates that they appreciate each student as an individual.</p>	<p>Less than half of students share their ideas, perspectives and concerns with their teacher and their peers.</p> <p>Teacher attempts to build a positive relationship with students.</p> <p>Teacher does not seem aware that some students are not participating fully in classroom activities</p>	<p>Students are not yet sharing their ideas, perspectives and concerns with their teacher.</p> <p>Teacher is primarily concerned with conveying content</p> <p>There is not yet evidence that the teacher has established positive relationships with all students.</p>	
1b. Cultural responsiveness <u>Look for/Learn about:</u> <ul style="list-style-type: none"> - Teacher learns about students' cultures, backgrounds, talents, and interests. - Student experiences and identities reflected in classroom materials, curriculum, and/or instruction - Posted student work that reflects their identities, cultures, and/or life experiences -Students of all subgroups actively engaged in classroom activities 	<p>Virtually all students share about their lives and backgrounds.</p> <p>Students of all subgroups (e.g. race, gender) are actively engaged and collaborate with one another and try to understand each other's perspectives.</p> <p>Teacher encourages students to share their stories with one another and to have pride in their history and linguistic and cultural identities.</p>	<p>More than half of students of all subgroups share about their lives and backgrounds.</p> <p>Teacher encourages students to share their stories with one another and to have pride in their history and linguistic and cultural identities</p> <p>Affirming materials, messages and images about students' racial and ethnic identities are present throughout the classroom</p>	<p>Less than half of students share about their lives and backgrounds.</p> <p>The teacher is somewhat using instructional practices that draw upon students' lived experiences.</p> <p>Teacher uses classroom materials and curriculum that are representative of diverse groups.</p>	<p>Students are not yet sharing about their lives and backgrounds.</p> <p>The teacher is not yet using instructional practices that draw upon students' lived experiences.</p> <p>There is no classroom library or other available materials that contain multicultural content that reflect the perspectives of and show appreciation for diverse groups yet.</p>	

	Teacher affirms students' languages and cultural knowledge by integrating it into classroom conversations and using materials incorporating students' racial and ethnic identities .	A subset of students assume responsibility for routines and procedures and execute them in an orderly, efficient and self-directed manner, requiring little or no direction or narration. Teacher provides students with clear guidance when introducing classroom activities, such as what is expected, learning objectives, and whether and how they should collaborate with peers. At times, classroom routines and procedures were observed to restrict expression of student social and emotional competencies.	Students engage in familiar routines and procedures with comfort and ease. Teacher is beginning to provide students with guidance when introducing classroom activities, such as what is expected, learning objectives, and whether and how they should collaborate with peers. Classroom routines and procedures tend to be restrictive and limit autonomy.	Students do not appear to be familiar with classroom routines and procedures, requiring teacher direction or narration. Clear routines and procedures are not yet developed.	
1c. Classroom routines and procedures Look for/Learn about: <ul style="list-style-type: none"> - Classroom activities introduced - Predictable routines and procedures - Routines and procedures promote expression of social and emotional competencies. 	<p>Students assume responsibility for routines and procedures and execute them in an orderly, efficient and self-directed manner, requiring little or no direction or narration.</p> <p>Teacher creates predictability in daily classroom routines, cues students for upcoming activities, and provides reminders when needed of classroom procedures.</p> <p>Classroom routines and procedures are not overly restrictive and promote autonomy.</p>	<p>Students attempt to use problem-solving strategies and tools to resolve conflict.</p> <p>Teacher redirects any behavior challenges respectfully and discreetly and does so consistently across all students.</p> <p>Teacher is beginning to teach and offer tools and problem-solving strategies that students can use to resolve conflicts and monitor their own behaviors and emotions.</p>	<p>Few students attempt to use problem-solving strategies and tools to resolve conflict.</p> <p>Teacher's responds to behavior challenges respectfully but takes time away from lessons and/or does not effectively resolve the problem.</p> <p>The approach to student discipline in this classroom relies on punitive consequences, such as removing privileges.</p>	<p>Students are not regulating their behavior and emotions in the classroom.</p> <p>Teacher does not yet respond to behavior challenges respectfully or responds to student misbehavior in a way that is not consistent across all students.</p>	
1d. Student-centered discipline Look for/Learn about: <ul style="list-style-type: none"> - Strategies/tools available for students to problem-solve and self-manage (e.g., reflection posters, reflection sheets, etc.). - Use of verbal and non-verbal cues to communicate and promote expected behaviors. - Reinforce desired behaviors. - Discreet redirection of problem behaviors. 	<p>Students monitor and regulate their behavior and emotions in the classroom.</p> <p>Students use problem-solving strategies and tools to resolve conflicts.</p> <p>Teacher redirects any behavior challenges respectfully and discreetly by encouraging student reflection and use of SEL strategies and does so consistently across all students.</p> <p>Teacher models, teaches and offers specific tools and problem-solving strategies that students can use to resolve conflicts, monitor their own behavior and emotions, repair relationships, and seek help when needed in the classroom.</p>				

<p>1e. Community-building</p> <p><u>Look for/Learn about:</u></p> <ul style="list-style-type: none"> - Opportunities for students to connect with each other (e.g., team talk, circles, morning meetings). - Physical space is set up to foster community (e.g., whole-group meeting spot, desks arranged for collaboration). - Classroom shared agreements posted. <p>Virtually all students contribute to class discussions, take an active role in supporting their peers, and there is a strong sense of inclusivity.</p> <p>Teacher models warm and respectful classroom interaction and provides frequent opportunities for students to dialogue, get to know one another, and discuss their social and emotional competencies.</p> <p>Teacher uses shared agreements and classroom routines to help students collaborate and reflect on how they want to treat one another and learn together in the classroom.</p> <p>The classroom is set up in a way that promotes student interaction.</p>	<p>More than half of students contribute to class discussions and participate in activities.</p> <p>Teacher models respectful classroom interaction and provides frequent opportunities for students to dialogue and get to know one another.</p> <p>Shared agreements are present in the classroom but may not be referenced directly.</p> <p>The classroom is set up in a way that promotes student interaction.</p>	<p>Less than half of students contribute to class discussions and participate in activities.</p> <p>Teacher provides some opportunities for students to get to know one another.</p> <p>The classroom is set up in a way that promotes student interaction.</p>	<p>Student are not yet contributing to class discussions and participating in activities.</p> <p>Teacher does not yet use strategies to help students get to know one.</p> <p>The classroom is not yet set up in a way that promotes student interaction.</p>
<p>2. Explicit SEL instruction</p> <p>Students have consistent opportunities to cultivate, practice, and reflect on social and emotional competencies in ways that are developmentally appropriate and culturally responsive.</p>			
<p>2a. Explicit SEL instruction</p> <p><u>Look for/Learn about:</u></p> <ul style="list-style-type: none"> - Evidence of a SEL program (e.g., posters, circles, related student work, student-of-the-day stickers). - Structured SEL lessons. <p>Students lead routines or learning activities and regularly connect their perspectives and experiences to instruction.</p> <p>Virtually all students are actively engaged in explicit SEL instruction, reflecting on their own social and emotional competencies, and practicing the skills they are learning with peers</p> <p>Teacher provides developmentally appropriate direct instruction on social and emotional skills.</p> <p>Instruction consistently employs active forms of learning, containing activities that clearly emphasize developing personal and social skills, and targets</p>	<p>More than half of students are actively engaged in explicit SEL instruction, reflecting on their own social and emotional competencies, and practicing the skills they are learning with peers.</p> <p>Teacher provides developmentally appropriate direct instruction on social and emotional skills.</p> <p>Instruction mostly employs active forms of learning, containing activities that emphasize developing personal and social skills, and targets specific social and emotional skills.</p>	<p>Less than half of students are actively engaged in explicit SEL instruction, reflecting on their own social and emotional competencies, and practicing the skills they are learning with peers.</p> <p>Teacher provides some opportunities for students to practice social and emotional skills in ways that are mostly developmentally appropriate and culturally responsive.</p> <p>Instruction targets specific social and emotional skills, but learning is somewhat passive.</p>	<p>Students are not yet participating in explicit SEL instruction.</p> <p>Teacher does not yet provide direct instruction on explicit social and emotional skills.</p> <p>There are little to no opportunities for students to practice social and emotional skills.</p>

	specific social and emotional skills. Teacher provides time for students to practice what they are learning.			
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3. SEL integrated with academic instruction				
SEL content and objectives are integrated into rigorous instruction through interactive and collaborative pedagogies. This enables ongoing practice of SEL skills and strengthens teaching and learning of academic content.				
3a. Fostering academic mindsets <u>Look for/Learn about:</u> <ul style="list-style-type: none"> - Visible materials or discussion about mindsets (e.g., growth vs. fixed) - Positive verbal and/or non-verbal expectations communicated. - Evidence that students are able to redo work when they make mistakes. - Challenges normalized and mistakes framed as opportunities 	<p>Virtually all students are actively engaged in academic tasks and discussions.</p> <p>Students provide constructive feedback to their classmates, share their thinking and discuss different approaches or answers to questions.</p> <p>Teacher sets high expectations and expresses confidence that all students can persevere through challenging material.</p> <p>Teacher facilitates discussions that honor more than one right answer and expresses interest in students' thinking.</p> <p>Teacher provides specific and frequent feedback for improvement and offers students opportunities to fix mistakes.</p>	<p>More than half of students are engaged in academic tasks and discussions.</p> <p>Students share their thinking and discuss different approaches or answers to questions.</p> <p>Teacher sets high expectations for all students and expresses confidence that all students can persevere through challenging material.</p> <p>Teacher expresses interest in student thinking and offers students opportunities to fix mistakes.</p> <p>The teacher provides additional support to guide students through challenges when needed.</p>	<p>Less than half of students are engaged in academic tasks or discussions.</p> <p>Teacher sets high expectations for all students and offers students opportunities to fix mistakes.</p> <p>The teacher provides additional support to guide students but may jump in with the answers rather than allow for productive struggle</p>	<p>Students are not yet engaged in academic tasks or discussions.</p> <p>The teacher does not yet communicate high expectations for all students.</p>

<p>3b. Aligning SEL and academic objectives</p> <p><u>Look for/Learn about:</u></p> <ul style="list-style-type: none"> - SEL standards and/or SEL learning objectives embedded into academic learning. - Connecting SEL competencies to academic content. - Students self-assess and/or reflect on use of SEL competencies. 	<p>Virtually all students regularly share their perspectives on how social and emotional competencies connect to what they're learning and initiate reflection on their own social and emotional development.</p> <p>Teacher engages students in meaningful discussions that make connections between SEL and academic content.</p> <p>Teacher provides time and guidance for student reflection on social and emotional competencies.</p> <p>SEL standards and/or learning objectives are specified by the teacher and are embedded into instruction.</p>	<p>Most students share their perspectives on how social and emotional competencies connect to what they're learning and initiate reflection on their own social and emotional development.</p> <p>Teacher engages students in meaningful discussions that connect SEL to academic content.</p> <p>Teacher is starting to facilitate student reflection on social and emotional competencies.</p> <p>SEL standards and/or learning objectives are not yet specified by the teacher.</p>	<p>Some students share their perspectives on how social and emotional competencies connect to what they're learning and initiate reflection on their own social and emotional development.</p> <p>Teacher is beginning to engage students in discussions that connect SEL to academic content.</p> <p>SEL standards and /or learning objectives are not yet specified by the teacher.</p>	<p>Students do not yet reflect on social and emotional competencies and make connections to what they're learning.</p> <p>Teacher does not attempt to engage students in discussion that connects SEL to academic content and does not yet facilitate student reflection on social emotional competencies.</p> <p>There is not yet evidence that SEL standards, goals, or learning objectives /guidelines inform instruction.</p>	
<p>3c. Interactive pedagogy</p> <p><u>Look for/Learn about:</u></p> <ul style="list-style-type: none"> - Extent to which teacher facilitates discussions and activities with high levels of student engagement - Student self-assessment and/or reflection that occurs during lessons. - Teacher's use of cooperative structures (e.g., turn to your partner). - Students' collaboration with each other - Ratio of student to teacher speech 	<p>Student talk time exceeds teacher talk time during instructional time with more than half of students provide input during group discussions.</p> <p>Virtually all students collaborate effectively with one another to complete learning tasks and monitor their own interactions to ensure input from all group members.</p> <p>Teacher uses cooperative learning activities that encourage all students to apply social and emotional skills to engage with academic content.</p> <p>Teacher provides opportunities for students to discuss and reflect on how they are working together as a group and how they can ensure all ideas are heard.</p>	<p>Student talk is equal to teacher talk during instructional time with half of students providing input during group discussions.</p> <p>Teacher uses lesson activities that engage students in meaningful discussion and collaboration around their learning.</p> <p>Classroom discussions and cooperative learning opportunities are structured to help ensure most students' ideas are heard.</p>	<p>Students do less than half the talking during instructional time with less than half of students provide input during group discussions.</p> <p>Teacher tries to use instructional practices that engage students in discussion and collaboration.</p> <p>Teacher talk, or the voices of a small group of students, may dominate the lesson.</p>	<p>Student talk and interaction is minimal.</p> <p>There is not yet evidence that the teacher uses instructional lessons that engage students in discussion and collaboration.</p> <p>Instruction is largely teacher-driven.</p>	
<p>4. Youth voice and engagement (classroom level)</p> <p>Staff honor and elevate a broad range of student perspectives and experiences by engaging students as leaders, problem-solvers, and decision-makers.</p>					

<p>4a. Youth voice and engagement</p> <p><u>Look for/Learn about:</u></p> <ul style="list-style-type: none"> - Students' contributions to/leadership in the classroom. - Student voice and/or choice in learning activities - Opportunities for students to share their opinions and devise strategies for classroom improvement. - Displays of student work - Displays of class survey results 	<p>Students co-design and lead their own approaches to learning, and regularly drive classroom discussions as developmentally appropriate.</p> <p>Virtually all students give input when making choices about classroom projects, operations, and/or routines.</p> <p>Teacher provides students with developmentally appropriate opportunities to contribute to decision-making around classroom projects, operations, or routines.</p> <p>Teacher designs instruction around students' interest/motivation and provides frequent opportunities for students to express their point of view, co-construct knowledge, and make choices about their learning.</p>	<p>More than half of students give input on classroom projects, operations, and/or routines.</p> <p>More than half of students take on developmentally appropriate leadership roles in the classroom.</p> <p>Teacher offers meaningful choices for students to select from and designs instruction around students' interest/motivation.</p> <p>Teacher provides opportunities for many students to take developmentally appropriate leadership roles in the classroom.</p>	<p>Less than half of students have leadership opportunities in the classroom.</p> <p>Teacher offers meaningful choices for students to select from.</p> <p>Teacher provides opportunities for a few students to take developmentally appropriate leadership roles in the classroom.</p>	<p>Students have minimal input into classroom activities.</p> <p>Learning is predominantly teacher-driven.</p>
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Section 2: Schoolwide Systems and Practices

This section provides guidance on observing schoolwide SEL implementation across the school's climate, family and community partnerships, and continuous improvement systems. For this section, it may be beneficial to include conversations with school staff, leadership, the SEL team, community partners, and students and/or their families to better understand the ways strategies occur within their respective contexts and to review relevant artifacts, along with observations of school common areas.

School	4	3	2	1	Not Observed
1. Youth voice and engagement (school level)					
Staff honor and elevate a broad range of student perspectives and experiences by engaging students as leaders, problem-solvers, and decision-makers.					
1a. Youth voice and engagement	There are meaningful, developmentally appropriate opportunities for all students to share their opinions, take on leadership roles, devise strategies for school improvement, and inform	Most students have developmentally appropriate opportunities to elevate their voice and leadership skills. Students are invited to share their opinions and inform decision-making.	Student leadership opportunities are limited to structures like student government, where few students have opportunities to participate. At times, students are invited to share their opinions and inform decision-making.	The school does not yet invite students to share opinions or take on leadership roles.	
Look for/Learn about:					
- There is evidence of student participation (via surveys, journal writing, or other products).					

<ul style="list-style-type: none"> - Students serve on decision-making and/or advisory teams. - There is evidence of service-learning projects or student-led awareness campaigns. 	<p>decision-making around issues that they prioritize.</p>				
2. Supportive school climate The schoolwide learning environment is supportive, culturally responsive, and focused on building relationships and community.					
2a. Sense of community and safety Look for/Learn about: <ul style="list-style-type: none"> - SEL-focused schoolwide norms are displayed in common areas. - Students and staff model social and emotional competencies. - There are inviting, well-maintained common areas. - A variety of meaningful, creative, and recent student work is prominently displayed. 	Culturally responsive and collaboratively developed schoolwide norms clearly convey how all staff and students agree to interact with each other. Clear routines and procedures are evident and contribute to the safety of students and staff in common areas. Students and staff consistently model schoolwide norms and social and emotional competencies.	Clear schoolwide norms for interactions are evident throughout the school. Routines and procedures are mostly followed. Students and staff can navigate common areas safely. Most students and staff model schoolwide norms and social and emotional competencies.	Norms are present in some areas but not consistently followed or reinforced. Routines and procedures are unclear in some areas, but students and staff can navigate most common areas safely. Some students and staff model norms and social and emotional competencies.	There is no evidence that schoolwide norms have been developed yet. Safety may be a concern for students and staff.	
2b. Staff and student relationships Look for/Learn about: <ul style="list-style-type: none"> - Staff greet students as they arrive at school and at class, and in the halls as appropriate. - Staff demonstrate knowledge of students on a personal level. 	Staff engage regularly in positive and encouraging interactions with students in common areas . At times, students initiate these interactions. Staff demonstrate knowledge of students on a personal level . Feedback around norms for common spaces is shared in a way that respects students' dignity .	Staff have mostly positive interactions with students in common areas. Feedback around norms for common spaces is shared in a way that respects students' dignity.	Staff have mostly neutral interactions with students in common areas. At times, feedback around norms in common spaces is negatively framed.	Staff have limited or frequently negative interactions with students in common areas.	
2c. Staff relationships Look for/Learn about: <ul style="list-style-type: none"> - Staff greet one another in the halls as appropriate. - Staff demonstrate knowledge of one another on a personal level. 	School staff are highly supportive of one another. Interactions are friendly and respectful . Staff seek out collaborative relationships.	School staff are supportive of one another. Interactions are friendly and respectful.	Staff mostly interact professionally with one another but do not show active support for one another.	Staff do not regularly interact with each other or have negative staff relationships.	
2d. Student relationships Look for/Learn about: <ul style="list-style-type: none"> - Student interactions that are respectful, friendly, and inclusive. 	Students seem to genuinely care for one another and hold one another accountable for respectful interactions . There is a sense of inclusivity among all students.	Student interactions are respectful and friendly.	Students are somewhat respectful to peers, but they may have a few conflicts.	Students are routinely disrespectful to one another and/or have frequent conflicts with peers.	

3. Focus on adult SEL					
Staff have regular opportunities to cultivate their own social, emotional, and cultural competence; collaborate with one another; build trusting relationships; and maintain a strong community.					
3a. Focus on adult SEL Look for/Learn about: <ul style="list-style-type: none"> - There are documented staff shared agreements. - SEL is integrated into staff meetings. - Staff model social and emotional competencies through their interactions. 	Staff have regular professional learning opportunities to cultivate adult SEL and SEL strategies. Most staff are regularly engaged in collaborative learning or planning, and SEL practices are embedded in all staff meetings . Staff consistently model social, emotional, and cultural competencies through their interactions.	Staff have many opportunities to cultivate adult SEL and SEL strategies. Some staff are engaged in collaborative learning or planning, and SEL practices are embedded in some meetings. Many staff model social, emotional, and cultural competencies through their interactions.	SEL topics or practices are occasionally included in staff professional learning or meetings. Few structures exist for staff to collaboratively learn or plan. Some staff model social, emotional, and cultural competencies through their interactions.	SEL is infrequently or not yet part of staff practices, meetings, or professional learning. Few staff model social, emotional, and cultural competencies through their interactions.	
4. Schoolwide supportive discipline					
Schoolwide discipline policies and practices are instructive, restorative, developmentally appropriate, and equitably enforced.					
4a. Supportive discipline Look for/Learn about: <ul style="list-style-type: none"> - A student code of conduct promotes instructive, restorative, and developmentally appropriate discipline policies and practices. - There is evidence of circles/other restorative practices. 	Schoolwide discipline policies and procedures are well-documented and avoid exclusionary discipline. Staff examine discipline data to ensure equitable outcomes for students. Staff follow documented policies and procedures and are highly- effective at using restorative, instructive, and developmentally appropriate behavioral responses .	Schoolwide discipline policies and procedures are well-documented and avoid exclusionary discipline. Staff examine discipline data a few times a year to ensure equitable outcomes for students. Staff mostly follow documented policies and procedures, and most staff use restorative, instructive, and developmentally appropriate behavioral responses.	Schoolwide discipline policies and procedures are documented and mostly avoid exclusionary discipline. Staff examine discipline data a few times a year, but do not effectively use data to ensure equitable outcomes. Staff are inconsistent at following documented policies and procedures. Staff inconsistently use restorative, instructive, and developmentally appropriate behavioral responses.	Schoolwide discipline policies and procedures are punitive, subjective, or not well documented. Staff responses to student behaviors are ineffective, punitive and/or inequitable.	
5. A continuum of integrated supports					
SEL is seamlessly integrated into a continuum of academic and behavioral supports, which are available to ensure that all student needs are met.					
5a. A continuum of integrated supports Look for/Learn about: <ul style="list-style-type: none"> - The SEL team meets regularly with the team or staff responsible for reviewing student referrals and assignments to interventions to ensure coordination and alignment of social and emotional support. 	Academic and behavior supports offered at all tiers meet the needs of all students. SEL language, practices, and priorities are embedded in planning, implementation, and progress monitoring of academic and behavioral supports at all tiers.	Academic and behavior supports offered at all tiers meet the needs of most students. SEL language, practices, and priorities are included in planning, implementation, and progress monitoring of most academic and behavioral supports.	Academic and behavior supports offered at all tiers meet the needs of some students. SEL language, practices, and priorities are included in planning, implementation, and progress monitoring of some academic and behavioral supports.	The school has not developed a continuum of supports; OR SEL is not yet included in planning, implementation, and progress monitoring of academic and behavioral supports.	

Family and Community					
	4	3	2	1	Not Observed
6. Authentic family partnerships					
Families and school staff have many and meaningful opportunities to build relationships and collaborate to support students' social, emotional, and academic development.					
6a. Authentic family partnerships Look for/Learn about: <ul style="list-style-type: none"> - There are family-facing newsletters and evidence of two-way communication between families and teachers. - There is evidence of family participation in family nights, school events, surveys, etc. - Families are represented on the SEL team. 	<p>The school offers regular, meaningful opportunities for families to share ideas and feedback on strategies for supporting students' social, emotional, and academic development. These opportunities are offered in families' home languages and at hours convenient for families to attend. School decision-making teams, including the SEL team, have representation from family members.</p>	<p>The school offers several meaningful opportunities for families to share ideas and feedback on strategies for supporting students' social, emotional, and academic development. These opportunities are offered in families' home languages and at hours convenient for families to attend.</p>	<p>The school offers some opportunity for families to share feedback on strategies for supporting students' social, emotional, and academic development.</p>	<p>Families do not yet have opportunities to share feedback on strategies to support students' social, emotional, and academic development.</p>	
6b. Family-school relationships Look for/Learn about: <ul style="list-style-type: none"> - Staff greet and welcome families. - Family-staff interactions are warm and collaborative. - Family responses to school surveys. 	<p>Most families report respectful, collaborative, and trusting relationships with staff. School regularly collects and reviews data on how families feel about their relationships with staff and the families themselves.</p>	<p>Most families report respectful, collaborative, and trusting relationships with staff. School has collected some data on how families feel about their relationships with staff.</p>	<p>Staff interactions with family appear mostly respectful, but the school has not collected data on how families feel about their relationships with staff.</p>	<p>Staff interactions with family are limited or not consistently respectful.</p>	
7. Aligned community partnerships					
School staff and community partners align on common language, strategies, and communication around all SEL-related efforts and initiatives, including out-of-school time.					
7a. Aligned community partnerships Look for/Learn about: <ul style="list-style-type: none"> - Community partners and/or out-of-school time staff are represented on the SEL team. - There is designated space within the school for community partners to store supplies, conduct work, etc. - Leadership and staff regularly discuss the supports or programs community partners. 	<p>School staff and community partners have established, and consistently use, common language around SEL. School leaders and other staff meet regularly with community partners to plan and execute aligned strategies and communication around all SEL-related efforts and initiatives that occur during the school day and out-of-school time.</p>	<p>School staff and community partners have established some common language around SEL. School staff meet occasionally with community partners to discuss aligning strategies and communication around SEL-related efforts and initiatives that occur during the school day and out-of-school time.</p>	<p>School staff and some community partners have established some common language to discuss SEL. School staff and community partners are becoming familiar with each others' strategies and communication around SEL-related efforts.</p>	<p>Staff and community partners still work primarily independently, without intentional alignment.</p>	

Continuous Improvement					
	4	3	2	1	Not Observed
8. Systems for continuous improvement Implementation and outcome data are consistently collected, used, and communicated to continuously improve all SEL-related systems, practices, and policies with a focus on equity.					
8a. Systems for continuous improvement Look for/Learn about: <ul style="list-style-type: none"> - Staff meet regularly to discuss data and engage in continuous improvement cycles. - There are newsletters, emails, and posted communications about SEL. - School-level data is communicated with stakeholders in a easy to understand way. - Data elevates youth voice by addressing student perceptions of their learning environment, as well as their strengths and needs. 	Roles, responsibilities, and timelines are established and followed for collecting and reflecting on data to improve SEL-related systems, practices and policies. Data includes student perceptions of their learning environment and provides opportunities to examine equity in students' experiences and outcomes. Data is regularly shared on schoolwide SEL is regularly shared with administrators, teachers, school-site support staff, students, families, and community partners. The SEL team uses a structured process to engage these stakeholders in determining next steps and creating action plans.	Roles, responsibilities, and timelines are established and followed for collecting and reflecting on data to improve SEL-related systems, practices and policies. Data provides opportunities to examine equity in students' experiences and outcomes. Data on schoolwide SEL is regularly shared and discussed with administrators, teachers, school-site support staff, students, families, and community partners.	Roles, responsibilities, and timelines may be inconsistent for collecting and reflecting on data to improve SEL-related systems, practices, and policies. Data on schoolwide SEL is occasionally shared with some stakeholders.	Roles, responsibilities, and timelines are not yet established for collecting and reflecting on data to improve SEL-related systems, practices, and policies.	

SEL Data Reflection Protocol

This tool, adapted from the ATLAS Looking at Data Protocol from the National School Reform Faculty Harmony Education Center (nsrfharmony.org), presents a structured reflection process for SEL teams and other school stakeholders to observe trends and discuss ideas for continuous improvement of SEL implementation. It emphasizes the importance of examining data with an equity lens and elevating a range of perspectives when interpreting data.

This tool includes:

- [A facilitator's guide](#)
- [A participant handout](#)
- [Suggested prompts](#) for equity-minded data reflection

Why is equity a critical lens for data reflection?

Looking at collected data as a team is an indispensable part of the continuous improvement cycle. Reflecting on data produces new insights, which in turn inform new actions to support systemic SEL implementation. While data can provide many insights, it does not easily show the full reality and lived experience of those it represents. Without an equity lens, conversations about data often lead to 'one-size-fits-all' solutions that obscure biases and ignore differences in environment, identity, and culture. Data reflection should inform decision-making that promotes equitable outcomes for all members of the school community.

For example, if an SEL team is reviewing data from a feedback survey after a family outreach event to inform their strategy for engaging families in SEL implementation, they would need to consider questions like "Do the parents who responded to this survey represent the larger community of families in our school? Who was left out of this survey and how can we gather their perspectives?" or "Do we see a difference in survey responses based on home language/race/education level/age of children/academic achievement of children? What can we learn from those differences about the way we are engaging families?" Without questions that push the team to apply an equity lens, there is a risk of overlooking how aspects of identity such as gender, race, ethnicity, or socioeconomic background contribute to the story the data is telling.

Things to do before using the SEL Data Reflection Protocol

Prepare the data: Data gathered through the continuous improvement process need to be summarized in charts, graphs, or short reports. Schools may be able to rely on district support to provide summaries and visualization of data. In other cases, the SEL team will need members who have skills for visualizing data. To bring equity into the conversation, see if there are ways to organize the data by subgroups (e.g., race, socioeconomic level, gender) that may highlight inequities.

Prepare questions that prompt reflection on equity: Issues of equity are not always apparent in data. Use the final page in this tool, [Additional Prompts for Equity-Minded Data Reflection](#), to find examples of questions that can help push the group to consider additional factors and perspectives when making decisions that will impact the school community. These questions should be thoughtfully interspersed throughout the protocol.

Think about equity of voice: An equity lens should be applied not only to the interpretation of data but also to the team dynamic. Consider what group agreements and/or methods of sharing will best ensure that all members of the team have an equitable opportunity to share their perspective. Facilitators should prepare to call this out explicitly and reorient the conversation if it becomes inequitable. Further, when interpreting data, it is important to consider which voices are not at the table, what blind spots this may create, and whether to seek out more perspectives.

SEL Data Reflection Protocol —Facilitator’s Guide

At the start of the meeting:

- Designate a team member to take notes during the meeting.
- [Establish norms for discussion](#) or revisit existing norms and how they apply to this discussion.
- Preview the steps below so team members know what to expect. Be sure to explain the difference between describing the data objectively (step 1) and offering interpretations about the data later on.

1. Facts: Describe the data. (3-5 minutes)

The team member who prepared the data gives a brief statement of the data and avoids explaining what she or he concludes about the data.

Ask: ***What do you see?***

Team members describe what they see in the data in a neutral way, avoiding interpretations, judgement, or conclusions. If there is little or inequitable engagement, you can use the following techniques:

- Have team members take notes independently about what they see and then share out.
- Have team members discuss what they see in small groups and then share out.
- Use follow-up prompts:
 - *Look at parts of the data that relate to the students you work with. What do you see?*
 - *Are there any noticeable differences among the populations represented in the data? Similarities?*
 - *Are there any clarifications you need about how the data is presented?*

If judgments or interpretations arise, prompt the team to describe the evidence that supports their argument.

Use the following prompts to redirect interpretations:

- *That sounds like an interpretation. Be sure to write that down so we can discuss it later.*
- *Remember, let’s try to read the data objectively first so the discussion about interpretations can be well-informed.*
- *We want to wait to make interpretations until we’ve established what everyone can agree on about this data.*

Compile the team's observations on chart paper, a whiteboard, or anywhere that is visible to the whole team. The notetaker should record the team’s observations as well.

2. Omissions: What information is missing in this data? (3-5 minutes)

Ask: ***What additional information could help us interpret this data?***

As needed, use one or more of the following prompts to stimulate discussion:

- *Who is not represented in this data?*
- *Whose experiences or perspectives should we learn more about to understand this data (e.g., students)?*
- *Do certain voices represented have more influence at our school than others?*
- *What personal biases should we be mindful about before we move into the interpretation stage?*
- *What additional context (such as race, gender, ethnic background, socioeconomic level) should frame how we interpret and make decisions using this data?*

3. Interpretations: What does the data suggest? (5-10 minutes)

During this section of the protocol, the team tries to make sense of what the data says about SEL implementation and infer what is or isn't working and why. Encourage the team to think creatively and try to generate as many different interpretations as possible. When appropriate, surface themes from the discussion in step 2 or pose a question to prompt reflection about equity.

Ask: ***What does the data suggest?***

As needed, follow up with:

- *What root causes might best account for what we see in the data?*
- *Think about the students you work with. What does this data mean for them?*
- *In what ways do the actions of school staff members or our organizational routines impact this data?*

If engagement is low or inequitable, use the following techniques:

- Have team members journal independently about their interpretations and then share out.
- Have team members discuss interpretations in small groups and then share out.
- After providing think time, pass a 'talking piece' around the table. When a team member has the talking piece, they may offer a question, a comment, or they may pass. During the passing of the talking piece, team members do not respond directly to one another.

4. Implications for Practice (10-15 minutes)

Ask: ***How might this data inform our approach to schoolwide SEL?***

As needed, follow up with:

- *What are the ways we can innovate to address what we see in the data to be more effective and equitable?*
- *Does the data suggest that any of our practices are ineffective? How could they be changed?*
- *What does this conversation make you think about in terms of your practice? About teaching and learning in general?*

5. Articulating Next Steps (3-5 minutes)

Ask: ***What are our team's next steps to promote continuous improvement?***

As needed, follow up with:

- *Who else needs to see this data? How will we share it?*
- *What else do we need to know before taking action on this data? How will we gather that information?*
- *What are we going to stop doing/start doing/keep doing as a result of this data? How will we communicate that to our staff and stakeholders?*

The team collaboratively develops next steps for taking action, assigns ownership, and sets a timeline for each. Within 24 hours, use the meeting notes to send a summary to all team members.



SEL Data Reflection Protocol – Participant Handout

1. Facts: Describe the data (3-5 minutes)

- Describe—do not interpret or judge.
- Focus on observations of ‘Who,’ ‘What,’ ‘Where,’ and ‘When.’
- Notice differences/disparities across the data.

2. Omissions: What information is missing in this data? (3-5 minutes)

- Consider the lived experience behind this data. What additional context would be helpful to the team in interpreting and acting on this data?
- What additional information would give us insight?
- Whose voices and experiences are not represented?
- What biases or blind spots might exist within our team as we interpret this data?
- How could students help us make sense of this data?

3. Interpretations: What does the data suggest? (5-10 minutes)

- Look for the bright spots and think about what may be contributing to success.
- Consider root causes.
- Connect the data to your personal observation and experience without blaming or naming individuals.
- Interpretations should be framed with an equity mindset.

4. Implications for Practice (10-15 minutes)

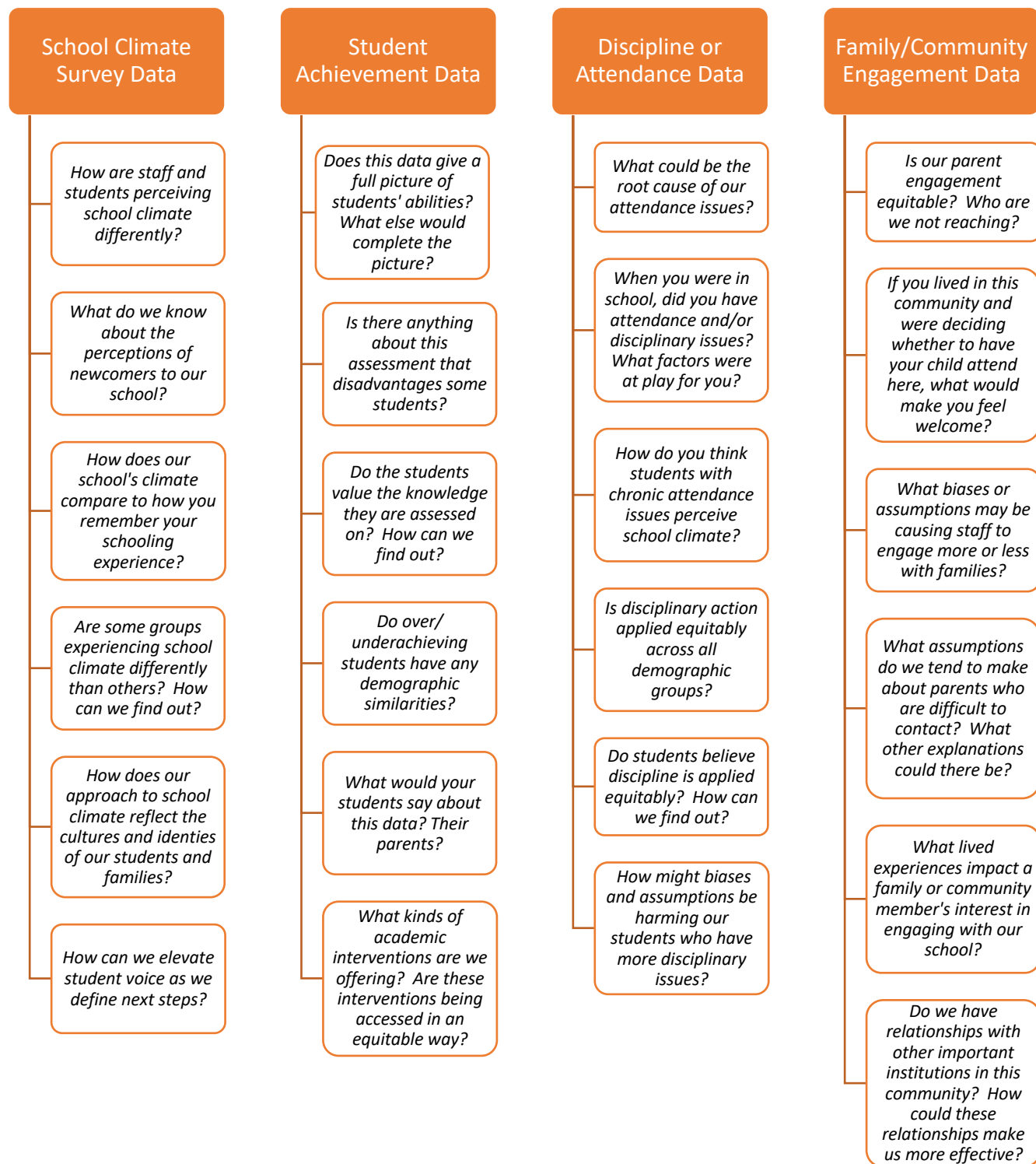
- What are ways we can innovate to be more effective and equitable?
- Does the data suggest that any of our practices are ineffective? How could they be changed?
- What does this conversation make you think about in terms of your practice? About teaching and learning in general?
- What ambitious yet feasible actions could our team take?

5. Next Steps (3-5 minutes)

- Team next steps (think communication, further inquiry, and possible adjustments to SEL implementation)
- My personal next steps

Additional Prompts for Equity-Minded Data Reflection

These questions can stimulate equity-centered discussion throughout the data reflection protocol, particularly in steps 2-4 of the facilitator's guide. Select questions that best fit the type of data the team will be reviewing or brainstorm original questions using these as a model. Come to the data reflection with 2-3 questions and look for opportunities to ask them while the team is working through the protocol.





DELAC RECOMMENDATION FORM

TO: Board of Education

DELAC Meeting Date: 6/2/2022

Topic: DELAC Recommendations

Agenda Item:

LCAP INPUT/RECOMENDACIONES

Recommendation(s)

- 1) Bilingual staff needed throughout the district/ Se necesita Personal bilingüe en el distrito.
- 2) Monitor students and teachers to ensure student 's progress, but give teachers the support and materials they need so they can reach the goals established by the school/district/ Monitorear a los estudiantes y maestros para asegurar que haya progreso, pero proporcionar a los maestros apoyo y materiales para que logren las metas establecidas por la escuela/distrito. 2a) Work on retaining staff (rent is expensive)/trabajar en retener al personal (la renta es cara).
- 3) We need more paraprofessionals or student teachers in the classroom/ Necesitamos más asistentes de maestros y practicantes de maestros en el salón.
- 4) More help to the students in all areas: reading, writing and math./ Más ayuda para los estudiantes en todas las áreas: lectura, escritura y matemáticas.
- 5) Continue with After School Homework Clubs for all grades/ Continuar con los programas de tareas después de escuela para todos los grados.
- 6) Reduce the number of students in each classroom./ Reducir la cantidad de estudiantes en cada salón.
- 7) Bilingual ELD Instructors so they understand the culture. / Maestros de ELD bilingües para que entiendan la cultura.
- 8) Develop a no cell phone policy in the classroom/Desarrollar una póliza que requiera no teléfonos celulares en el salón de clases.
- 9) Have more parent trainings on the process of the academic life of students since kinder to high school / Tener más capacitación de padres sobre el proceso de la vida académica de sus hijos desde kinder hasta la preparatoria. ParentSquare training/Google classroom/AERIES.

10) For English Learners (including RFEP kids being monitored), mandatory parent/ teacher conferences within the first two months of school and at the beginning of second semester/ Para los estudiantes que están aprendiendo inglés (incluyendo los estudiantes que ya reclasificaron que están bajo monitoreo), conferencia mandatorios con los padres y maestros en los primeros dos meses de escuela y al principio del segundo semestre.

11) Workshops for parents regarding Special Education Program and services that we offer so parents can learn about the program./ Taller para los padres con respecto al programa de Educación Especial y servicios ofrecidos, para que los padres puedan aprender acerca del programa.

12) Have Saturday math workshops for kids that are behind. We need more help with math./Tener talleres de matemáticas. Ocupamos más ayuda de matemáticas.


13) More K-12 offerings in different languages free of charge (including Spanish!). Más idiomas ofrecidos K-12 (incluyendo español!) libre de costo.

14) More free extracurricular activities (sports, arts, drama). Mas actividades extracurriculares (deportes, arte, drama).

Response to DELAC*:

SIGNATURES

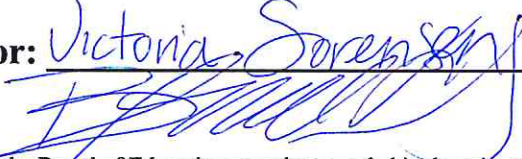
DELAC President:

Gury Del Rosario - Arevalo


Date:

06/02/2022

District Administrator:

Victoria Sorensen


Date:

6/2/2022

NOTE: Any item(s) that is voted on by the Board of Education must be recorded in the minutes. Information should include the issue(s) voted upon and name(s) of persons both making and seconding the motion. Record if motion was passed by vote count or by consensus. (Include voting members)

*** ATTACH A COPY OF THE BOARD OF EDUCATION'S MINUTES REFLECTING DELAC RECOMMENDATIONS DISCUSSED AND THE BOARD OF EDUCATION'S RESPONSE TO SUCH RECOMMENDATIONS.**