

SDUHSD 9/30/21 Update

LCAP Goal #1: Equity and Access

Updates on:

Action #1: Equitable Access to Schools and Programs for All Students

Action #2: Equity Work with the San Diego County Office of Education

Action #3: Parent and Family Engagement

Action #4: Recruit and Retain Diverse Staff

Action #5: Enhance Multi-Tiered Systems of Support

SDUHSD LCAP 2021-2024

Goal #1: Equity and Access

Identify and address any inequities in current district and school systems, policies and practices to ensure every student has equitable access to educational programs to meet their postsecondary goals.



2021-22 Equity and Access Focus

Review our systems, data and culture to ensure that our school sites are responsive to the needs of all students so that.....

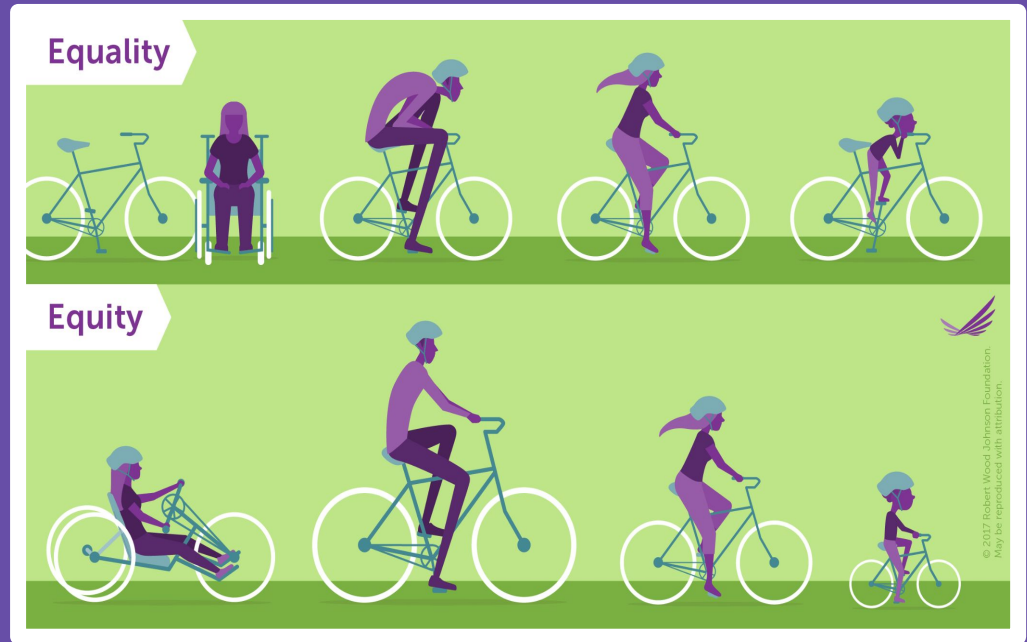
- ✓ Every child in our system feels valued and respected and has access, opportunities, and the support they need to reach their full academic potential and can thrive.
- ✓ Each school site is providing safe, engaging, and inclusive classrooms and activities for all students.
- ✓ We have recognized and removed barriers to learning to enable access and participation for all students.
- ✓ We understand the stories of our students and their lived experiences within our school system.

21-22 Equity and Access Goal

- ✓ By June 2021, the district, along with each school site, will have an actionable equity and access plan developed through listening to our stakeholders and reviewing our systems, data, and cultures to ensure that the SDUHSD is responsive to the needs of all students and is a district where all students can thrive.

What is “equity” per the California Department of Education (CDE)?

Equity:
Fair outcomes, treatment, & opportunities for all students.



Educational & Instructional Framework

Equity in education:

- Ensuring equity in education is necessary to **narrowing the achievement gap**.
- Teachers and school leaders ensure equity by recognizing, respecting, and attending to the **diverse strengths and challenges** of the students they serve.
- High-quality schools are **able to differentiate instruction, services, and resource distribution to respond effectively to the diverse needs** of their students, with the aim that all students are able to learn and thrive.

Access to Instructional Materials & Resources

The CA [State Board of Education](#) sets the instructional standards for K-12 students.

- **Sufficiency of materials for all students:** SDUHSD verifies that all of its students have sufficient textbooks and instructional materials. Education Code §60119 (No Williams complaints)
- **Chromebooks:** SDUHSD makes sure that all students in the district have access to instructional materials through a textbook and/or digital textbook.
- **SDUHSD makes sure that all instructional materials/textbooks are aligned with the California State content standards.**



What is SDUHSD doing to increase access to a broad course of study?

Academic Supports for All Students

- Ongoing in-class supports, tutoring and interventions
- Universal Design for Learning
- Before and after school tutoring
- Instructional software skill building programs ([Freckle](#), [ALEKS](#), [Read 180](#))
- Assessment programs ([Illuminate](#), Star, CoVitality, CHKS)
- Professional learning and collaboration time for all staff (teachers, counselors, administrators, classified, and pupil services personnel)
- Instructional support and coaching (Instructional Specialists, EL Leads, Intervention Teams, Co-teaching coaches)
- Additional counselors
- Expanded summer school offerings

Additional Supports for All Students

- Revised Board Policy to allow additional HS Off Campus Coursework options & added multiple World Language options
- Additional intervention & remediation courses
- Course pilots and career pathways, articulated more courses
- AB 104 Counseling - Retention, Grades & Exemption from Local Graduation Requirements
- UC A-G grant (pending)

Supports for Students with Disabilities

- Co-Teaching model (to increase access to general education)
- In-class tutoring support
- Targeted courses in English, math, and executive functioning for skill building and support mastery of grade level standards
- Revised Special Education course offerings
- Exploration of diploma pathways that meet Education Code diploma requirements and that also enable opportunities for electives to meet individual needs.

Supports for **Students Learning English**

- Courses to support English Language Development (ELD) - ELD leveled courses, Dual Language Immersions Program, Newcomer Academy
- ELD curriculum and instructional materials
- EL Lead Teachers & Bilingual Instructional Aides
- Rosetta Stone Program
- Expand ELD summer school program
- Expand communication in World Languages (language other than English)

Examining Achievement and Opportunity Gaps



1. Graduation Rates

SDUHSD is examining graduation rates of certain student groups to identify measures to improve these rates (e.g. Special Ed, EL, etc.)

2. Diploma Pathways

We are exploring additional pathways to help improve diploma options.

SDCOE Equity Professional Learning

SDUHSD partnered with the San Diego County Office of Education, the *lead* agency of the California Department of Education's CA Equity Performance and Improvement Program (CEPIP), to provide eight site-based training sessions of professional learning.

SDCOE Facilitators: Valentin Escanuela and Ebonee Weathers

Consultants: Angin Shaheed and Eleanor Evans

SDCOE Equity Professional Learning

First Half:

- Help raise the awareness about **general topics and issues of equity and access**.
- **Build capacity** with each team to be able to begin leading equity professional learning at your own site.
- Focus on providing participants with a **personal learning experience that allows for reflection** on how **we are serving our students**.
- Learn how to facilitate discussions around challenging topics and how each member can enhance their leadership work at their school
- **Scale up efforts to ensure each student feels valued and respected and has access, opportunities, and the support they need to reach their full academic potential and thrive.**

Second half:

- **Utilizing data and student experiences to identify equity and access challenges** in our schools that need to be addressed and **planning professional learning** for school staff using content from previous sessions.
- To begin **addressing student and family experiences** in our school systems and cultures that perpetuate student inequities.
- **Develop District and School Site Equity and Action Plans to support ongoing LCAP Goal #1: Equity and Access work**

SDCOE Equity Professional Learning

Session 1: Focus Areas

Foundational Understanding: What is Equity?

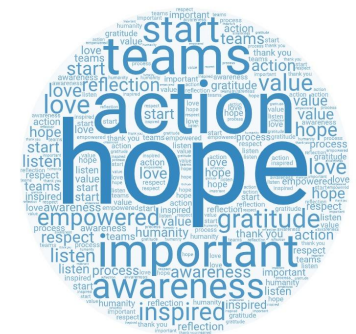
“A commitment to ensure each child receives what they need to develop their full academic and social potential.”

Inquiry: Who are you, who am I, who are we, and why does it matter?

Story of Now: What are the challenges we are facing? What are our hopes and aspirations for SDUHSD?

Team Time: Individual and team reflection on the morning session and next steps.

Reflection #1



Access to Information

- **Examining accessibility of our website text.** Our website has a translation feature so that all text on our websites can be translated in different languages.
- **Examining ways to ensure that graphics are offered in accessible language formats.**
- **Superintendent Parent Advisory Committee (PAC)** Inclusion of representatives from site-connected organizations, including the Special Ed Parent Advisory Forum, ELAC, and others.
- **Student Summits**

Reviewing websites to update information:

Examples:

[Seal of Biliteracy](#)
[ELAC](#)

Community Organization Outreach

- **Community Organizations:**

Staff has investigated engagement opportunities and have met with community organizations who serve our students to understand how we can support each other.

Examples: **YMCA, Casa de Amistad, San Dieguito Alliance**

- **ELAC Committee** English Learners Advisory Committee (ELAC) makes recommendations regarding programs for students with second language needs. The purpose of the ELAC is to provide parents of English Learners opportunities to:
 - Provide input in the most effective ways to support full participation of English Learners in all school activities
 - Learn more about the programs offered to their children
 - Participate in the school's needs assessment of students, parents, and teachers
 - Provide input on the most effective ways to ensure regular school attendance
 - Meet 4-5 times a year
- **DELAC** The DELAC assists in developing and providing input in establishing district programs and goals for English Learners. Each school with an English Learner Advisory Committee (ELAC) elects site representatives to serve on the DELAC. The DELAC provides regular updates to the board regarding the needs of English Learners. Each California public school district with 51 or more English learners must form a District English Learner Advisory Committee (DELAC) unless the district designates for this purpose a subcommittee of an existing districtwide advisory committee.
- **Special Education Strategic Plan Parent Advisory Group.** Individuals interested in being site reps should contact school principal. **First meeting is: 9:30 am, at District Office, October 11, 2021**

Recruitment & Retention of talented, diverse staff

Dr. Olga West • Associate Superintendent of Human Resources

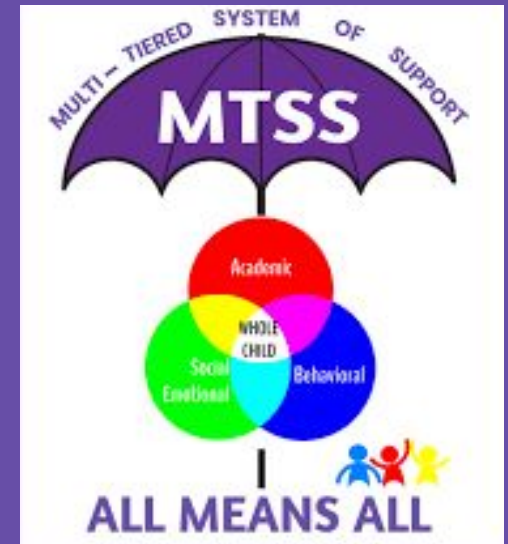
Bilingual, with a Doctorate (Dissertation: Supports for Ethnically Diverse Teachers).
Background includes: facilitator for LCAP input sessions for bilingual parents, bilingual teacher for gifted students and Spanish, and interim special education director.

Individuals with Disabilities: Developing opportunities for SDUHSD to hire individuals with disabilities (MOUs with organizations, internal opportunities while students, etc.)
(87% unemployment rate once they leave the district)

Bilingual and Diverse Talent: Actively recruiting and hiring individuals who are bilingual and who bring more diversity to our certificated and management teams.

Evaluate and Refine the District's Multi-Tiered Systems of Support (MTSS)

- **Academic:** Build a shared staff understanding of high quality teaching and learning strategies for all students, and work with schools to continue to develop clear systems to identify struggling students & instructional intervention strategies to meet the unique learning needs. SDUHSD is partnering with SDCOE to provide training.
- **Social-Emotional:** Staff conducted a post-pandemic review of our coordinated and integrated social-emotional supports with an emphasis on communicating how to access services. School sites continue to build out their student connectedness time, based on data, as well as student and staff needs.
- **Behavioral:** Staff conducted a Restorative Practices needs assessment and will partner with SDCOE to provide training to site teams.





Is LCAP Goal on Equity and Access the same as Critical Race Theory? **No**

SDUHSD follows state and federal laws and teaches CA Content Standards and Frameworks.

Q: Has the California Department of Education adopted Critical Race Theory as part of any of its content standards or frameworks? **No.**

Q: Has the SDUHSD Board approved curriculum/instructional materials that teach Critical Race Theory? **No.**

Q: Is Critical Race Theory part of the SDCOE Equity professional training? **No.**



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