

Santa Monica Malibu Unified School District Social Justice Framework

Common Core State Standards (CCSS) and the Social Justice Standards (SJ) Capacities of SMMUSD Students

Students who are College and Career Ready:

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Come to understand other perspectives and cultures

*Adapted from ELA/ELD Framework: Chapter 2

Students who are Socially Just:

- Demonstrate self-awareness, confidence, family pride, and positive social identities
- Express comfort and joy with human diversity; possess accurate language for human differences; and deep, caring human connections
- Increasingly recognize unfairness, have language to describe unfairness, and understands that unfairness hurts
- Demonstrate empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions

*Adapted from Social Justice Standards: The Teaching Tolerance Anti-Bias Framework

Principles

Close and Critical Reading: Close reading supports explicit and inferential understanding of grade-level appropriate text.

Community Inquiry: Peer discussion develops reasoning, understanding and language.

Write to the Source: Writing competence develops through a variety of writing opportunities.

Academic Language: Academic success depends on students' ability to master academic language and convey their understanding in multiple ways to a variety of audiences.

Action Oriented: Understanding how the intersectionality of factors such as a race, class, disability and gender may overlap, and add up to create an uneven playing field inspire students to take action and initiate social change.

*Adapted from *Perspectives for a Diverse America*

Student Behaviors

Students improve their reading comprehension skills by analyzing, interpreting, critiquing and making connections to the central text in ways that help them shape their sense of self and their views of the world.

Students will develop their speaking and listening skills by engaging in meaningful conversations about the central text, relating the discussion back to the text and to social justice standards. They ask questions, build on the ideas of others, and respectfully challenge others' thinking.

Students write every day: short responses and multi-draft, extended compositions that meet or approximate grade-level standards. Students respond to ideas and claims found in the central text, using the text to support their own reflection and analysis. Student work reflects revisions based on self-assessment and peer feedback.

Students use general and discipline-specific academic language in their written work and peer discussions (spontaneously and/or prompted by the teacher or other students). Language is appropriate to task and derives from the central text or supportive text.

Students working toward becoming socially just demonstrate their awareness and proficiency through their everyday behavior or coordinated social action. Students develop a strong sense of agency, are empowered to make social change, and develop the confidence and abilities to advocate for themselves and others.

Implementation Plan: Actions

Instructional Design & Practice:

Strategies Supported:

- **Align Social Justice Standards to the CCSS and NGSS standards.**
- **Provide support for teachers to promote implementation of Social Justice Standards across content areas.**
- **Provide professional development for all teachers on critical practices (strategies) for creating a learning environment where academic and socio-emotional goals are accomplished in tandem.**

Stakeholder Group	Individuals Responsible	2017-18	2018-19	2019-20	2020-21	2021-22
Board	Assistant Superintendent of Ed. Services; Director of Curriculum and Instruction; Ethnic Studies TOSA	1. Board adopts SJ standard (12/14) 2. SJ standards are included in BP/AR as exhibit 3. Freshman Seminar Update (2/15) 4. SJ Action Plan (2/15) 5. SJ Action Plan Implementation Update (May)	1. SJ Action Plan Implementation Update			

Stakeholder Group	Individuals Responsible	2017-18	2018-19	2019-20	2020-21	2021-22
PD Leaders (Teacher Leadership)	Assistant Superintendent of Ed. Services; Director of Curriculum and Instruction; Ethnic Studies TOSA Funding Needs: Initial two-day SJ Training at Museum of Tolerance substitute coverage	1. Intro SJ standards (11/21) 2. Two-day SJ standards training at Museum of Tolerance (Feb/Mar) 3. Develop PK-12 articulation (i.e. scope and sequence) 4. Develop minimum criteria for HS courses to fulfill American Cultures and Ethnic studies requirement a. Minimum SJ standards b. Culminating project (capstone project, service learning, inquiry-based learning, etc.) 5. Develop minimum criteria for SJ units for PK-8 a. Minimum SJ standards	1. Develop one unit that integrates SJ standards as outlined in PK-12 articulation to implement in classroom practice 2. Create platform within SMMUSD website to house units of study and share with colleagues (Link on C&I page) Resources:	1. Refine first unit that was developed in 2018-19 and continue with implementation 2. Develop second unit and implement in classroom practice 3. Upload units onto SMMUSD website to share with colleagues 4. Develop walk-through tool to provide non-evaluative feedback 5. Pilot walk-through tool with PD Leader volunteers Resources:	1. Refine second unit that was developed in 2019-20 and continue with implementation 2. Develop third unit and implement in classroom practice 3. Upload units onto SMMUSD website to share with colleagues 4. Share walk-through tool with SLT teams and encourage learning walks at site level with PD Leader support 5, Continue with learning walks with PD Leader volunteers Resources:	1. Refine third unit that was developed in 2020-21 and continue with implementation 2. Develop fourth unit and implement in classroom practice 3. Upload units onto SMMUSD website to share with colleagues 4. Continue encouraging SJ focus learnings at the site level with PD leader support 5, Continue with learning walks with PD Leader volunteers Resources:

		<p>addressed</p> <p>b. number of perspectives addressed</p> <p>c. SJ aligned tasks and rubrics to evaluate student work</p> <p>d. Culminating projects (capstone project, service learning, inquiry-based learning, etc.)</p> <p>Resources:</p>				
Stakeholder Group	Individuals Responsible	2017-18	2018-19	2019-20	2020-21	2021-22
Professional Learning: 2 HS Freshman Seminar	<p>Ethnic Studies TOSA</p> <p>Funding Needs: Initial two-day SJ Training at Museum of Tolerance substitute coverage</p>	<p>Cohort 1</p> <p>1. Samohi Freshman seminar course</p> <p>2. Intro to SJ standards</p> <p>3. Two-day SJ standards training at Museum of Tolerance</p> <p>4. Develop 6-week unit that incorporates SJ standards</p>	<p>Cohort 2</p> <p>1. MHS Freshman seminar course</p> <p>2. Intro do SJ Standards</p> <p>3. Two-day SJ standards training at Museum of Tolerance</p> <p>4. Develop 6-week unit that incorporates SJ standards</p>	<p>Cohort 1</p> <p>1. Refine 6-week unit and deepen implementation of SJ standards</p> <p>Cohort 2</p> <p>1. Refine 6-week unit and deepen implementation of SJ standards</p> <p>Resources:</p>	<p>Cohort 1</p> <p>1. Refine 6-week unit and deepen implementation of SJ standards</p> <p>Cohort 2</p> <p>1. Refine 6-week unit and deepen implementation of SJ standards</p> <p>Resources:</p>	<p>Cohort 1</p> <p>1. Refine 6-week unit and deepen implementation of SJ standards</p> <p>Cohort 2</p> <p>1. Refine 6-week unit and deepen implementation of SJ standards</p> <p>Resources:</p>

		<p>5. Includes the following: a. Minimum SJ standards b. Culminating project (capstone project, service learning, inquiry-based learning, etc.)</p> <p>Resources:</p>	<p>5. Includes the following: a. Minimum SJ standards b. Culminating project (capstone project, service learning, inquiry-based learning, etc.)</p> <p>Cohort 1 1. Refine 6-week unit and deepen implementation of SJ standards</p> <p>Resources:</p>			
Stakeholder Group	Individuals Responsible	2017-18	2018-19	2019-20	2020-21	2021-22
Professional Learning: 3 HS	<p>Ethnic Studies TOSA</p> <p>Funding Needs: Initial two-day SJ Training at Museum of Tolerance substitute coverage</p> <p>Teacher compensation for school meetings (2-hour)</p>	<p>Cohort 1: 1. 15-20 Early adopters</p> <p>2. Five 2-hour meetings btw March-May and 10 hours in summer</p> <p>3. Two-day SJ standards training at Museum of Tolerance</p> <p>4. Integrate SJ standards in</p>	<p>Cohort 2: 1. 15-20 Early adopters</p> <p>2. Ten 2-hour meetings</p> <p>3. Two-day SJ standards training at Museum of Tolerance</p> <p>4. Integrate SJ standards in content area to fulfill the American</p>	<p>Cohort 3: 1. 15-20 Early adopters</p> <p>2. Ten 2-hour meetings</p> <p>3. Two-day SJ standards training at Museum of Tolerance</p> <p>4. Integrate SJ standards in content area to fulfill the American</p>	<p>Cohort 4: 1. 15-20 Early adopters</p> <p>2. Ten 2-hour meetings</p> <p>3. Two-day SJ standards training at Museum of Tolerance</p> <p>4. Integrate SJ standards in content area to fulfill the American</p>	<p>Cohort 5: 1. 15-20 Early adopters</p> <p>2. Ten 2-hour meetings</p> <p>3. Two-day SJ standards training at Museum of Tolerance</p> <p>4. Integrate SJ standards in content area to fulfill the American</p>

		<p>content area to fulfill the American Cultures and Ethnic Studies requirement</p> <p>5. Includes the following: a. 5 perspectives b. Minimum SJ standards c. SJ aligned tasks and rubrics to evaluate student work d. Culminating projects (capstone project, service learning, inquiry-based learning, etc.)</p> <p>6. Review of course by PD Leaders</p> <p>7. Approval of course by Board</p> <p>Resources:</p>	<p>Cultures and Ethnic Studies requirement</p> <p>5. Includes the following: a. 5 perspectives b. Minimum SJ standards c. SJ aligned tasks and rubrics to evaluate student work d. Culminating projects (capstone project, service learning, inquiry-based learning, etc.)</p> <p>6. Review of course by PD Leaders</p> <p>7. Approval of course by Board</p> <p>Cohort 1 Ongoing support</p> <p>Resources:</p>	<p>Cultures and Ethnic Studies requirement</p> <p>5. Includes the following: a. 5 perspectives b. Minimum SJ standards c. SJ aligned tasks and rubrics to evaluate student work d. Culminating projects (capstone project, service learning, inquiry-based learning, etc.)</p> <p>6. Review of course by PD Leaders</p> <p>7. Approval of course by Board</p> <p>Cohort 1 and 2 Ongoing support</p> <p>Resources:</p>	<p>Cultures and Ethnic Studies requirement</p> <p>5. Includes the following: a. 5 perspectives b. Minimum SJ standards c. SJ aligned tasks and rubrics to evaluate student work d. Culminating projects (capstone project, service learning, inquiry-based learning, etc.)</p> <p>6. Review of course by PD Leaders</p> <p>7. Approval of course by Board</p> <p>Cohort 1 - 3 Ongoing support</p> <p>Resources:</p>	<p>Cultures and Ethnic Studies requirement</p> <p>5. Includes the following: a. 5 perspectives b. Minimum SJ standards c. SJ aligned tasks and rubrics to evaluate student work d. Culminating projects (capstone project, service learning, inquiry-based learning, etc.)</p> <p>6. Review of course by PD Leaders</p> <p>7. Approval of course by Board</p> <p>Cohort 1 - 4 Ongoing support</p> <p>Resources:</p>
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Stakeholder Group	Individuals Responsible	2017-18	2018-19	2019-20	2020-21	2021-22
Professional Learning: 4 MS	Assistant Superintendent of Ed. Services; Director of Curriculum and Instruction; Ethnic Studies TOSA; Middle School Principals Funding Needs: Initial two-day SJ Training at Museum of Tolerance substitute coverage	Cohort 1 1. Two-day SJ standards training at Museum of Tolerance -SMASH 2. Substitute coverage Resources:	Cohort 2 1. Two-day SJ standards training at Museum of Tolerance 2. Substitute coverage Resources:	Cohort 3 1. Two-day SJ standards training at Museum of Tolerance 2. Substitute coverage Resources:	Cohort 4 1. Two-day SJ standards training at Museum of Tolerance 2. Substitute coverage Resources:	Cohort 5 1. Two-day SJ standards training at Museum of Tolerance 2. Substitute coverage Resources:
Stakeholder Group	Individuals Responsible	2017-18	2018-19	2019-20	2020-21	2021-22
Professional Learning: 10 ES	Assistant Superintendent of Ed. Services; Director of Curriculum and Instruction; Ethnic Studies TOSA; Elementary Principals Funding Needs: Initial two-day SJ Training at Museum of Tolerance substitute coverage	Cohort 1 1. Two-day SJ standards training at Museum of Tolerance -SMASH -Edison 2. Substitute coverage Resources:	Cohort 2 1. Two-day SJ standards training at Museum of Tolerance 2. Substitute coverage Resources:	Cohort 3 1. Two-day SJ standards training at Museum of Tolerance 2. Substitute coverage Resources:	Cohort 4 1. Two-day SJ standards training at Museum of Tolerance 2. Substitute coverage Resources:	Cohort 5 1. Two-day SJ standards training at Museum of Tolerance 2. Substitute coverage Resources:

Stakeholder Group	Individuals Responsible	2017-18	2018-19	2019-20	2020-21	2021-22
Site Admin Training and Support	Assistant Superintendent of Ed. Services; Director of Curriculum and Instruction Funding Needs: N/A	1. Intro to SJ standards 2. Two-day SJ standards training at Museum of Tolerance	1. Two-day SJ standards training at Museum of Tolerance for new administrators	1. Two-day SJ standards training at Museum of Tolerance for new administrators	1. Two-day SJ standards training at Museum of Tolerance for new administrators	1. Two-day SJ standards training at Museum of Tolerance for new administrators
Stakeholder Group	Individuals Responsible	2017-18	2018-19	2019-20	2020-21	2021-22
Training and Support for Coordinators, TOSA, Literacy Coaches	Assistant Superintendent of Ed. Services; Director of Curriculum and Instruction; Ethnic Studies Teacher (SA) Funding Needs: N/A	1. Two-day SJ standards training at Museum of Tolerance	1. Two-day SJ standards training at Museum of Tolerance for new administrators	1. Two-day SJ standards training at Museum of Tolerance for new administrators	1. Two-day SJ standards training at Museum of Tolerance for new administrators	1. Two-day SJ standards training at Museum of Tolerance for new administrators

Stakeholder Group	Individuals Responsible	2017-18	2018-19	2019-20	2020-21	2021-22
Parent Trainings	Assistant Superintendent of Ed. Services; Director of Curriculum and Instruction; Coordinator of Family Engagement Funding Needs:	1. Begin the planning and developing of workshop sessions for families Resources:	1. Continue development of SJ workshops sessions for families 2. Launch SJ awareness session workshop for families Resources:			
Stakeholder Group	Individuals Responsible	2017-18	2018-19	2019-20	2020-21	2021-22
Student Engagement	Assistant Superintendent of Ed. Services; Director of Curriculum and Instruction; Director of Student Services; Ethnic Studies TOSA; Principals	1. Engage in dialogue with site principals and teacher leaders on how to best reach students and include their perspectives in action plan 2. Develop student presentation and input protocol Resources:	1. Identify student groups to begin a dialogue on SJ standards			

Stakeholder Group	Individuals Responsible	2017-18	2018-19	2019-20	2020-21	2021-22
Summer Professional Learning -Admin. -Certificated Staff -Classified Staff	Assistant Superintendent of Ed. Services; Director of Curriculum and Instruction; Ethnic Studies TOSA Funding Needs:	1. Two-day SJ standards training at Museum of Tolerance 2. Unit development opportunities Resources:	1. Two-day SJ standards training at Museum of Tolerance 2. Unit development opportunities 3. Matrix of Bias (August 2018 dates) -Administrators -PD Leaders Resources:	1. Two-day SJ standards training at Museum of Tolerance 2. Unit development opportunities Resources:	1. Two-day SJ standards training at Museum of Tolerance 2. Unit development opportunities Resources:	1. Two-day SJ standards training at Museum of Tolerance 2. Unit development opportunities Resources: