

PROGRESS REPORT

9510 Elk Grove-Florin Road, Elk Grove, CA 95624

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Educational Equity Update

December 11, 2018

Professional Learning Development

The District continues to build awareness, advocacy and action toward educational equity in support of District stakeholder communities. That ongoing awareness and advocacy has included a number of professional learning opportunities about educational equity and cultural proficiency practices. The most recent training has been the following:

- California School Board Association (CSBA) Equity Network has a year-long equity training program whereby members of the Board and the Superintendent have been attending.
- Association of California School Administrators (ACSA) has been providing a series of monthly equity training and of the nearly 40 participants, 35 are educational leaders from Elk Grove Unified schools.
- The Outward Mindset Training in Education provided by EGUSD and the Arbinger Institute continues with several hundred employees now trained in 100 and 200 with more training opportunities to take place in the spring.

Action for implementing equity-based strategies is moving forward on many fronts, and specifically related to professional development, the state of California will begin rolling out the new Preliminary Administrative Services Credential exam known as the CalAPA.

- The CalAPA has been purposefully structured to address the state's Administrator Performance Assessment Design and Program Implementation Standards as well as key elements of the California Administrator Performance Expectations (CAPE). The CAPE are aligned with the California Professional Standards for Education Leaders (CPSEL). Adopted by the CTC in June 2016, the CAPE provide the conceptual and practical basis for the following three leadership cycles that comprise the CalAPA, with a focus on organizational development, change management, and leadership.
 - Leadership Cycle 1: Analyzing Data to Inform School Improvement and Promote Equity
 - Leadership Cycle 2: Facilitating Communities of Practice
 - Leadership Cycle 3: Supporting Teacher Growth
- With the implementation of the CalAPA, all new administration candidates will have received professional learning in equity theory, equity awareness, equity advocacy and equity practices.

Curriculum and Instruction

As the District works to ensure that all students regardless of disability, ethnicity, gender, gender expression, gender identity, immigration status, language, nationality, parental status, race, religion, sexual orientation, socioeconomic status or association with a person or group with one or more of these actual or perceived characteristics, have access to rigorous, culturally-responsive instruction and teachers have access to curriculum and instruction that is rigorous and culturally responsive, we are also ensuring that continuous professional learning

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and development to effectively design and teach rigorous and culturally responsive curriculum continues.

- Most recently, the District has piloted and promoted the Parent Preview Days for the new K-8 History/Social Science instructional materials (the last day for preview of materials is December 14.)
 - More than 80 attendees with half being parents have provided input to date.
- The Ethnic Studies Now Elk Grove group continues to collaborate and work with District staff with the most recent meeting that took place on December 3, 2018 at Florin High School.
 - Additionally, in the upcoming weeks, Dawniell Black will be convening a Ethnic Studies Now subcommittee that will work toward creating an Ethnic Studies course for Elk Grove Unified.

School and Community Relationships

The District continues its work to build positive relationships with all stakeholders and to foster school, family, and community connectedness and engagement. Our belief is that District, school and office environments are places where all staff, students and families need to feel connected, supported and have input into decisions.

- District staff has been working closely with several community stakeholders, legal representatives and law enforcement to complete the review process of BP/AR 5144.1, 5144.3 and 5145.11.
- Following Board approval of those revised student discipline policies, the community stakeholder and District staff group elected to become a more formal group called Partners for Accountable and Responsible Student Success. This group plans to meet regularly throughout the year, grow in participation and establish norms for the team to continue the constructive feedback, discussion, research and review of student discipline practices.
- The Office of Family and Community Engagement (FACE) has continued with providing programs and services aligned to the five foundational elements of Family and Community Engagement (Linked to Learning, Relational, Collaborative, Developmental, Interactive)
 - Relational
 - Home Visitation: 735 positive relationship building home visits have been conducted to date
 - English Language Services and FACE collaborated to provide an Inter-Cultural Competence Professional Development for front office staff. The training is not culture specific, but is designed to assist staff with understanding how to communicate with and serve our diverse community and develop welcoming schools. Particular focus is on assisting families who have recently arrived to the U.S.
 - ELS will also assist with the production and distribution of additional "Welcome" signage and FAQ sheets in multiple languages, specific to schools, for their front offices or other spaces.

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- Developmental
 - Early Literacy: 178 families have participated in seminars to date starting with two schools
 - Family & Staff Wellness Workshops
 - Angst - Staff 27; Community 2
 - Transition to Middle School - Staff 28; Community 17
 - Screenagers - Staff 13; Community 10
 - Cyberbullying - Staff 20; Community 3
 - Drug/Alcohol: Staff 27; Community 3
 - Pathways to Success: 220 families have attended seminars to date
 - Leadership/Advocating for Children: 22 families have attended seminars to date
- Collaborative and Interactive
 - Education Services and Communications have developed a campaign to promote parent engagement with the LCAP Survey.

Student-Centered Supports

The District is focused on providing support systems that are designed and implemented to respond to the diverse needs of students. Schools in collaboration with District staff are providing systems of support that meet students' needs for social and emotional growth in order to eliminate achievement and opportunity gaps and disproportionality.

- The District's Positive Behavior Interventions and Supports Program continues to provide training and evaluation of Tier I, Tier II and Tier III implementation of PBIS.
- Student Support and Health Services has partnered with Communications to produce a PSA to help remind students and parents about the supports available to all students.
- Student Support and Health Services is currently in the process of developing a Comprehensive Behavioral Health model for students.
- ABC10 Monica Woods and EGUSD Communications have collaborated to produce and promote a new Teen Talk series that gives high school-aged students in the Sacramento Region a Voice
- The anonymous Incident Reporting System is progressing.

Opportunity and Access

The District strives to ensure that all students have an opportunity and access to programs and services that support their academic achievement and social-emotional needs and that the academic achievement and social-emotional needs of all students are supported with high expectation and non-bias. Opportunities continue to be provided to access programs such as Gifted and Talented Education (GATE), Honors, Advanced Placement (AP), International Baccalaureate (IB), Advancement Via Individual Determination (AVID), Pre Scholastic Aptitude Test (PSAT), Career Technical Education (CTE), etc., in an effort to eliminate under representation and disproportionality in enrollment.

- Active Invitations for Access to Programs

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- District and school promotion of HBCU, EGUSD College and Career Event and Cash for College nights.
- District and school promotion of Map Your Future to highlight and encourage the enrollment in Career Technical Education.
- District and school coordinated partnership with Sacramento Valley Manufacturing Initiative at 3 high schools to share manufacturing and engineering information and opportunities.
- Curriculum and Communications collaborated to revise, upgrade and simplify Middle School and High School Course Catalogs to make them easier to read and integrated into Synergy. The new catalog design aims to help parents and students plan courses toward college, career and life readiness.

Recruitment, Hiring, and Retention

The District is committed to recruiting, hiring and retaining qualified and diverse staff using effective methods of recruitment, hiring, development and retention of staff practices that are continuously evaluated and improved. EGUSD aims to attract staff that are well qualified, reflective of the student population and contribute to and benefit from a culture of professional growth and innovative practices that support all stakeholders.

- EGUSD welcomed Mathew Espinosa as the new Educational Equity Program Specialist.
- The Human Resources Team and Communications are working together on the Talent Acquisition Campaign that is already showing promising results.
 - Advertising of career opportunities through traditional and contemporary media
 - Participation in virtual and in-person job fairs
 - Promotion of career opportunities with higher education institutions
 - Posting of careers in education posters in EGUSD classrooms