

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT
699 Old Orchard Drive, Danville
925-552-5500 www.srvusd.net

DATE: November 15, 2022

TOPIC: STRATEGIC DIRECTIONS: DEEP LEARNING & INNOVATION AND EQUITY

DISCUSSION

In the summer of 2021, SRVUSD's Strategic Directions were approved by the Board of Education. These directions have provided us with a roadmap on how to move toward our vision of ensuring that we are meeting the needs of all of our students. This report focuses on two of these directions - **Deep Learning and Innovation** and **Equity**.

SRVUSD is built upon a foundation of academic excellence. It is important to acknowledge our success and continue to cultivate a culture of improvement where we work together to elevate our practices, policies, and school environments. This will ensure that all students can achieve their full potential. While we are one of the highest achieving school districts in California, not all of our students learn at deep levels or feel the sense of connectedness and belonging at school they need to achieve.

We are committed to providing effective instruction to every student and precise interventions when students need additional strategies to learn in safe and inclusive learning environments. Our Strategic Directions provide us with actionable steps and help us advance our goals so **all students** will achieve academically and thrive in their school environment.

STRATEGIC DIRECTIONS

We are broadening the definition of success on the foundation of academic excellence so that all students can thrive. Success means that our students:

- Achieve academically
- Experience social and emotional well-being
- Develop, curiosity, confidence and independence as learners
- Appreciate the importance of teams and collaboration
- Demonstrate empathy and compassion
- Determine their purpose and understand the importance of service
- Set and achieve goals
- Love learning

Guided by our Strategic Directions, we have continuous improvement cycles in place to ensure implementation of our goals and increased learning. We are committed to listening to the voices of our students and staff, engaging in these cycles of improvement, and changing our practices where needed. These cycles are integral to meeting our goals in deep learning and equity, and are characterized by the following:

1. Examine data leading to focused improvement goals in each school and department
2. Determine the evidence that will be collected to show improvement
3. Create learning plans so that staff may achieve continuous improvement goals
4. Monitor improvement throughout the year
5. Engage all partners in all aspects of continuous improvement efforts
6. Communicate results, celebrating successes and learning from challenges

A key part of our successful and ongoing continuous cycles of improvement is that we have Multi-tiered Systems of Support (MTSS) Liaisons and Equity Liaisons to support our schools. Our commitment is to provide **effective instruction, and precise intervention for all students in safe and inclusive learning environments**. Our liaisons help us to fulfill this commitment. They work with educators to provide effective instruction and appropriate interventions in classrooms that allow every student to feel a sense of belonging. Liaisons work at all grade levels providing support to administrators and helping to develop Professional Learning Communities in order to best support students through collaboration and intervention that responds to student needs. They also collaborate with school counselors, school psychologists and school social workers to discuss student supports, how they intersect with each other, and how to streamline systems to improve responsiveness to students' social-emotional and mental health needs to support overall academic achievement.

Additionally, our liaisons support our Shared Leadership Training (SLT) model. This model provides professional development for both our Liaisons and site principals to develop cycles of improvement in collaboration with staff and community partners. All 35 schools come together several times a year for professional development that supports school site administrators in developing data driven action plans with measurable outcomes to support the continuous improvement cycle and to increase opportunities for deep learning and innovation.

As you will read in this report and see in the presentation, our Liaisons are instrumental in implementing the strategies and analyzing the multiple measures of data we describe within.

DATA DASHBOARD

To set the stage for this report, we also must share the [SRVUSD Data Dashboard](#) which was developed and grounded in our strategic plan. The purpose of the dashboard is to demonstrate growth in our strategic goals and serve as an accountability tool. The dashboard contains three overarching categories with three dimensions in each category. In turn, each category has one or two performance indicators that contain both baseline measurements and growth targets.

Our commitment is to create environments where our students can thrive and succeed academically, socially, and emotionally. This long-term commitment and the metrics that tell us that we are succeeding in systems change are illustrated through our district dashboard. Using our robust Strategic Directions as the guide for all of our work, we have created our data dashboard to measure progress towards annual goals. In turn, as noted above, all of our 35 school sites develop goals and engage in data driven decision making and continuous improvement cycles at both the school and classroom level, with the support of their MTSS and Equity Liaisons. There are several important next steps in our journey to meet our goals in deep learning and equity that are integrally connected to our district dashboard.

DEEP LEARNING AND INNOVATION: GOALS, ACTIONS AND MEASUREMENTS

The objective of the Deep Learning and Innovation Strategic Direction is to create learning environments that empower students to take ownership over their learning in order for them to find purpose, meaning, and joy in their education and to excel in post-high school endeavors. Providing deep learning experiences allows students to use their creativity and critical thinking skills to become self-directed problem solvers who are prepared for the workforce of tomorrow.

DEEP LEARNING AND INNOVATION GOALS AND ACTIONS

There are **three goals** linked to **Deep Learning and Innovation Strategic Direction**. These are the direct **actions** we will take and then track and measure as evidenced in our data dashboard: 1) To

create a coherent system that is aligned to support instruction; 2) To develop and implement instructional models to engage students in learning at deep levels; and 3) To use authentic forms of assessment where students are expected to meaningfully apply essential knowledge and skills to new situations.

- 1) **Creating Coherence:** Over the last two years, much of our work has focused on developing increased consistency across the District in terms of how we monitor student learning and provide the appropriate supports and extensions to meet the needs of all learners. Academic screener assessments are administered three times a year to all students in grades K - 12. Interventions are provided for students before, during and after school. Teachers get support from MTSS and Equity liaisons, and use this and other data during their built-in collaboration time to determine the additional support students need to maximize their learning.
- 2) **Effective Instructional Models:** To focus on and achieve deep learning opportunities for all students we must provide ways for students to think critically and effectively process a variety of topics and ideas. This is accomplished through effective instructional models.

For example, students are provided a design challenge, such as creating a tiny house for a specific character in a novel students are learning that takes into the environmental conditions of the setting of the book. The task might include creating a budget for the materials, furnishing, and labor. The learning objective is rooted in real-life experiences and enables peer collaboration within learning teams. Students will have the opportunity to demonstrate their unique thinking and reasoning and will drive their own learning through choice & voice, while utilizing a variety of materials. Throughout this single, deep learning experience, they are exposed to multiple subjects - math, science, etc.

Hands-on projects such as the example above help integrate deep learning and innovation into the minds of our students, so we can prepare them to be global thinkers. Our Profile of the Learner in SRVUSD is our end goal. The activities and lessons our students participate in will allow them to achieve the goals in the Profile of the Learner and be critical thinkers, creative designers, effective communicators, insightful collaborators, global citizens and empowered learners.

- 3) **Effective Assessment Practices:** In order to have useful and productive student assessments, we have focused efforts on improving how we assess learning, how we grade our students, and communicate that learning to parents. Based on research through the district's Grade Reform Committee, we believe that our grades should be tools to encourage and motivate our students to achieve in every standard and skill, while providing accurate descriptions of learning for families and students. In order to do this, we are striving to replace outdated and ineffective grading practices. Instead, we are focusing on grading practices that deliver an accurate picture of student learning, such as standards based reporting and strategies which allow for student choice. All grades and scores students receive should describe clearly and accurately what a student has and has not learned, and should be explicit so a student understands exactly what they must do in order to achieve proficiency.

As we continue on our path to instructional environments that support deep learning, we are also working to provide real and usable feedback to students as they learn and in real time. We are creating a pathway to minimize the use of grades purely as scoring systems which do not allow for improvement, in favor of providing students with real and meaningful feedback which will help them access deep learning. This re-focusing of our efforts are outlined in our Grading and Assessment Handbook.

MEASUREMENTS: NEXT STEPS FOR DEEP LEARNING AND INNOVATION WORK AND THE DATA DASHBOARD

Our data dashboard for Category 1 Deep Learning and Innovation, focuses on the areas defined above - Creating Coherence, Effective Instructional Models, and Effective Assessment Practices. To ensure transformation of practice, we will take clear actions and achieve the goals outlined above. As we improve in these areas, it will reflect directly on the dashboard and we will see improvements in Dimensions One: College and Career Readiness; Two: English Language Arts; and Three: Mathematics. Our performance indicators have specific baseline measurements and growth targets as noted below:

- **Dimension One: College & Career Readiness**
 - Increase use of deep learning strategies in classrooms and codesign the *Profile of the Learner* - College & Career Readiness is compiled through the state of California Dashboard, which has yet to be released. Once this is published, we will align the dashboard.
- **Dimension Two: English Language Arts**
 - Increase the percentage of students meeting or exceeding standard on CAASPP - 2022 (79.71% Met/Exceeded) compared to pre-pandemic 2019 (81.59% Met/Exceeded) levels.
 - Decrease academic disparities for underserved students on the CAASPP at a margin of 5%.
- **Dimension Three: Mathematics**
 - Increase the percentage of students meeting or exceeding standard on CAASPP - 2022 (72.05% Met/Exceeded) compared to pre-pandemic 2019 (77.51% Met/Exceeded) levels.
 - Decrease academic disparities for underserved students on the CAASPP at a margin of 5%.

The data that still needs to be collected to support these efforts is classroom walkthrough data. We will be working to develop a universal tool that provides qualitative data for analysis from these classroom observations.

We are doing this work because we know that for students to be successful they must have access to deep learning and innovation, which means students are meaningfully participating in their learning. Additionally, this work will be supported by our MTSS and Equity Liaisons. Deep learning means that all students are reaching and exceeding standards. We have data from the California Healthy Kids Survey (CHKS) that tells us that we have work to do in order to ensure that our students feel they can meaningfully participate in their own learning with a high degree of agency. Specific data from CHKS will be in the presentation to the board (see presentation slides). The source of this data is from the California Department of Education: [California Healthy Kids Survey Elementary Report 2021-2022](#) and [California Healthy Kids Survey Secondary Report 2021-2022](#).

Additionally, we have data from the California Assessment of Students Performance and Progress (CAASPP) which shows that some underserved populations of students are demonstrating lower levels of proficiency (see presentation slides).

As we continue on our well-established path to improve professional practice for effective deep learning and innovation in all classrooms, we will provide collaborative opportunities and professional development for all staff in the action areas and goals identified above and integrate it with the support provided by our MTSS and Equity Liaisons. Our Deep Learning and Innovation Steering Committee is also a key part of moving this work forward. The group is composed of parents/caregivers, classified

and certificated staff, students, and administrators. These partners collaborate and provide support, guidance, and oversight of this component of our Strategic Directions.

EQUITY: GOALS, ACTIONS AND MEASUREMENTS

The objective of the Equity Strategic Direction is to provide the learning conditions and opportunities for every student to be successful. We must ensure that all students are empowered to reach their full potential by valuing student voice, addressing systemic inequities, and closing opportunity gaps. In order for students to learn at deep levels we must remove all barriers to that learning. Every student must feel safe, cared for, respected, and included in order for them to learn effectively.

Our students may feel unsafe for a variety of reasons. We need to meet each student's needs for safety so that all students can learn. Not only does our California Assessment of Student Performance and Progress (CAASPP) data show that underserved populations, such as our Black & Latinx students, experience lower levels of achievement, but our California Healthy Kids Survey (CHKS) data also shows populations of Black, Latinx, and Non-Binary students feel less included in their school environments and perceive their environments as less safe.

We are doing this work with equity and taking appropriate action because we know we must eliminate barriers for our students. Equity means that all students experience the conditions they need to be successful.

EQUITY GOALS AND ACTIONS

There are **four goals** linked to our **Equity Strategic Direction**. These are the direct **actions** we will take and then track and measure as evidenced in our data dashboard: 1) To create learning environments that are safe, equitable, and provide a sense of belonging for all students and staff; 2) To create culturally responsive and equity-informed policies, procedures, and practices that lead to equitable outcomes for students; 3) To develop teaching and learning experiences that are responsive to and supportive of diverse cultures and identities; and 4) To recruit, hire, and retain a more diverse staff:

- 1) **Safe Learning Environments:** Creating learning environments where students feel safe and respected is essential for student success. Unfortunately, not all of our students feel this sense of security on our campuses. For example, according to the 2022 administration of the California Healthy Kids Survey, only 60% of SRVUSD Black/African American and Hispanic/Latinx students in 11th grade perceived school as "very safe and safe." This compares to 78% of white students and 75% of Asian/Asian American students. In 11th grade, 78% of male students said that they feel safe on campus as compared to 35% of non-binary students. All of these survey results point to the need to ensure that all students experience safe and equitable learning environments that are free of harassment and bullying.

In order for all students to feel safe on our campuses, providing professional development for all staff on how to create positive learning environments is key. Over the last several years we have mainly used an opt-in model for equity professional development. This has served the purpose of building leadership capacity across the system. With that being said, it is now vital that all staff receive professional development in this area. Using the Shared Leadership Training (SLT) model discussed above, our focus is on helping all staff understand the difference between intention and impact. This includes the role that implicit and explicit bias plays in our assumptions about student learning and academic success. Supporting staff in understanding biases and being able to interrupt them will be extremely important moving forward.

As we work to create learning environments that are safe, respectful and inclusive for all, it is important to create space to better understand how words and actions, even when no harm is intended, can have a harmful impact on members of our community. By supporting our staff to reflect upon implicit bias and the difference between intent and impact, we are supporting them to bring this understanding into our classrooms through instruction, and through the ways they assist students to treat each other respectfully. For example, sometimes students may believe they are joking with another student. However, the words chosen might actually be offensive to that student. Another example might be when stereotypes about certain groups are shared with little to no understanding about how these stereotypes hurt others. Whenever we are dealing with issues of intent versus impact, it is important to provide learning opportunities for our students so that they can reflect on their words and actions. By supporting staff in this process, they are then better able to assist our students.

Another important component to creating safe learning environments is to provide opportunities for all students to influence our direction, and ensure that we amplify the voices and experience of those students who are not always represented effectively, such as our Black/African American students and our LGBTQ students.

- 2) **Equity-Informed Policies, Practices and Procedures:** One way in which we do this is by using the *Responding to Discrimination and Hate Handbook* as a guide for addressing incidents of hate, discrimination, racism, and bias at our school sites. The information contained in the handbook provides our sites consistent, evidence-based strategies for addressing issues when they occur. We continue to strengthen our responses based on feedback from staff, students, and parents/caregivers. One important principle from the handbook focuses on the importance of repairing the harm caused by these discriminatory and hateful behaviors. Many of our administrators and teacher leaders have engaged in professional development on Restorative Justice. The purpose of Restorative Justice is to repair the harm that is caused to individuals or groups of students when certain behaviors occur on our campuses. We are exploring a systemic approach to this process.
- 3) **Culturally Responsive Experiences:** Increasing student voice and creating more opportunities for students to see themselves in the curriculum is extremely important. We have added over 60 Board-approved, diverse read-aloud books at the elementary level. These books allow students to have an increased understanding of the diverse world around them in addition to gaining compassion and empathy for others. Additionally, we have added equity-minded rubrics for adopting new novels for classrooms, and other new curriculum adoptions to ensure that a wide range of cultures, voices, and experiences are represented in our instruction materials.
- 4) **Diversifying Staff:** A two-phase plan has been developed In an effort to create more diversity among our certificated and classified staff members. The initial phase involves reducing the bias that is involved in our recruitment strategies and hiring protocols. An important component to this piece is providing training to all administrators and managers on revised procedures and protocols in preparation for the 2023-2024 hiring season. The training and revisions for these procedures/protocols will be led by a committee composed of district and site administrators, SRVEA leadership, teacher leaders, and students. They will examine all aspects of recruitment and hiring including the Edjoin application, candidate screening process, interview questions, and hiring panel protocols. The second phase of this plan is to provide exit surveys to all staff who leave the district. The responses will support us in identifying effective ways to retain our staff members.

MEASUREMENTS: NEXT STEPS FOR EQUITY WORK AND THE DATA DASHBOARD

In our data dashboard for Equitable, Inclusive and Safe Learning Environments, we will focus on the areas defined above - Safe Learning Environments, Equity-Informed Policies, Practices, and Procedures, Culturally Responsive Experiences, and Diversifying Staff. As we improve in these areas, it will reflect directly on the dashboard and we will see improvements in Dimensions Four: Social Emotional Well-Being; Five: Student Voice and Agency; and Six: Diversifying Staff.

To get the transformation we want, we will take clear actions and achieve the goals outlined above. In this category, our performance indicators have specific baseline measurements and growth targets as noted below:

- **Dimension Four: Social Emotional Well Being**
 - Improve students' social emotional well-being: 71% → 76%
 - Decrease disparities in students' social emotional well-being: 63% → 69%
 - In light of our safety and inclusivity California Healthy Kids Survey data we will be expanding and revising the dashboard to include a benchmark in this area.
- **Dimension Five: Student Voice and Agency**
 - Increase percentage of students who feel they are meaningfully participating in school activities: 33% → 36% (Average 5th/7th/9th/11th in California Healthy Kids Survey)
 - Increase inclusive classroom experiences that allow student choice and voice: *(we are creating a tool to gather data through classroom observation. We will utilize this tool from January to May. This will allow us to bring baseline data next Fall).*
- **Dimension Six: Diversifying Staff**
 - Increase the percentage of people of color as new hires: 42% → 47%
 - Decrease the percentage of employees of color who leave the district due to job dissatisfaction: 13% → 10%

As our work continues, we will provide professional development to all staff on how to create inclusive learning environments where all students feel cared for, safe, and respected as aligned with the action areas and goals identified above. This work will be supported by our MTSS and Equity Liaisons. We are also in the process of developing a plan on how we can elevate student voice. While we have some built-in mechanisms for hearing from students, we need to expand these opportunities. It's important to hear from a range of students from varying grade levels, ethnicities, and academic backgrounds in order to better understand them and their needs. Finally, we will continue to find ways to empower the Equity Steering Committee to partner with us in leading this work. In the beginning of the 2022-2023 school year we increased the number of participants on this committee to well over 100 in order to ensure representation of staff, students, and parents/caregivers from all sites. Using the group's time and expertise in productive ways that serve to move the work forward will be pivotal in meeting the action items and goals outlined above.

IN CONCLUSION

Much of the work described in this report has been driven by both the Equity and Deep Learning and Innovation Steering Committees. They have been invaluable in providing recommendations on what needs to be implemented in order to continue making progress in each area. These committees, composed of staff, students, Board members, and parents/caregivers discuss the work that is being done and how we can enhance it in order to meet our strategic goals. Their recommendations that were implemented over the last year include providing professional development on deep learning and equity for all staff, diversifying curriculum, reviewing policies, and addressing disparities of underserved groups.

Students must feel safe, respected, included and cared for in order to learn deeply and have social emotional well-being. Since we have data that shows not all of our students feel this way, it motivates our work while never losing sight of our core commitment to deep learning and academic excellence.

We know that long term success requires systemic shifts in culture and practice, and that our Strategic Directions will continue to guide us to reach our goals. We will provide effective instruction to each and every student, making sure there are no barriers to their learning, and will utilize data-driven decision making to initiate the key interventions needed to ensure that students are learning in safe and inclusive learning environments.

By aligning the dashboard across dimensions with clear outcomes tied to data, we are able to clearly communicate our progress relative to our actions. When we bring this report forward a year from now, we will communicate to the Board and the community the impact our actions have had on our goals by sharing an analysis of the data outlined in the dashboard.

RECOMMENDATION: Informational item only

BUDGET IMPLICATION: Unknown at this time



Dr. John Malloy
Superintendent

9.4

Item Number

SRVUSD Strategic Directions:

Deep Learning and Innovation

Equity

November 15, 2022





SRVUSD Strategic Directions

Built on a foundation of academic excellence, we are broadening our definition of success.

Success means our students:

- Achieve academically
- Experience social and emotional well-being
- Develop curiosity confidence, and independence as learners
- Appreciate the importance of teams and collaboration
- Demonstrate empathy and compassion
- Determine their purpose and understand the importance of service
- Set and achieve goals
- Love learning



Strategic Directions



San Ramon Valley Unified School District Strategic Directions

Built on a foundation of academic excellence, we are broadening our definition of success. **Success** means our teams create and nurture:

Equity



We will ensure all students are empowered to reach their full potential by valuing student voice, addressing systemic inequities, and closing opportunity gaps.

Social Emotional Well-Being



We are committed to creating and nurturing inclusive learning environments where all students, staff, and families feel deeply connected to their school community.

Deep Learning and Innovation



We will create learning environments that empower students to own their learning so they find purpose, meaning, and joy in their education and excel in post-high school endeavors.

Shared Leadership



We will create the conditions for shared leadership by building a culture of trust, collegiality, and shared responsibility with students, staff, and families.

Stewardship of Resources



We will maximize resources including time, talent and finances, to advance our student success goals.

Culture of Responsiveness



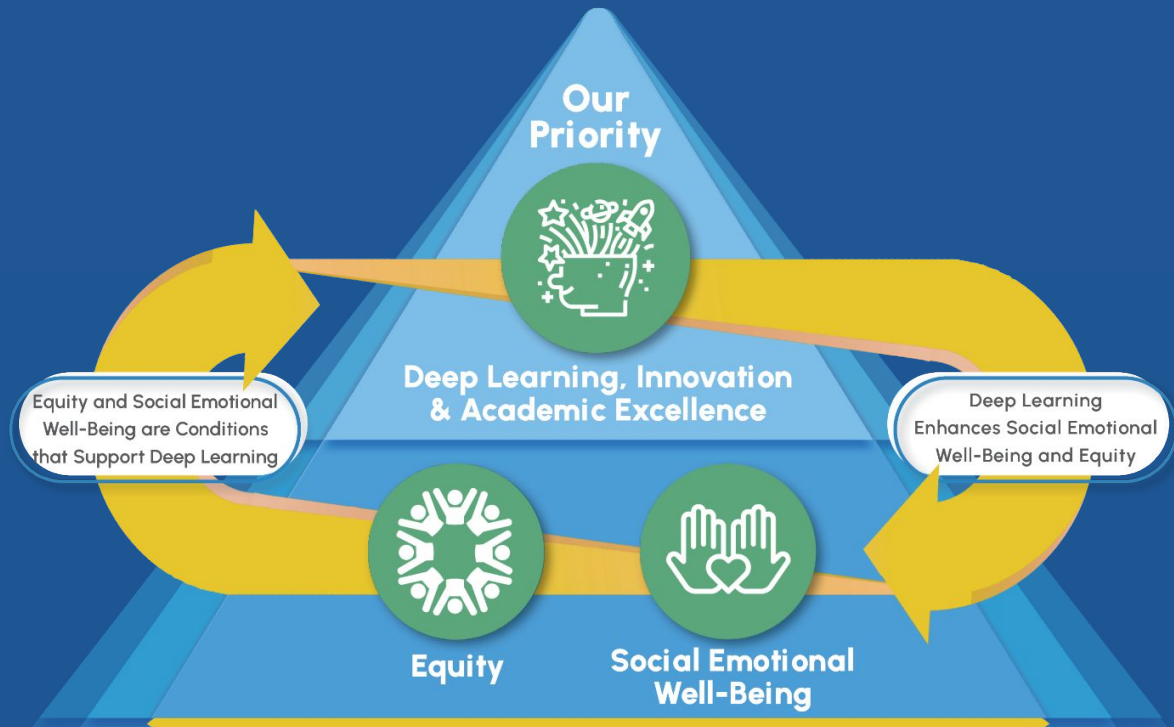
We will effectively serve all stakeholders by listening, responding promptly, changing practices when appropriate, and communicating the rationale for decisions so students remain the focus of our efforts.

SRVUSD... Dedicated to academic excellence where **all** students thrive and succeed in innovative and inclusive learning environments.



Success means our students:

- Achieve academically
- Experience social and emotional well-being
- Develop curiosity, confidence and independence as learners
- Appreciate the importance of teams and collaboration
- Demonstrate empathy and compassion
- Determine their purpose and understand the importance of service
- Set and achieve goals
- Love learning



**Stewardship
of Resources**



**Shared
Leadership**



**Culture of
Responsiveness**

The Components That Support How We Do Our Work in SRVUSD

Continuous Improvement Cycles

- Examine data leading to focused improvement goals in each school and department
- Determine the evidence that will be collected to show improvement
- Create learning plans so that staff may achieve continuous improvement goals
- Monitor improvement throughout the year
- Engage all partners in all aspects of continuous improvement efforts
- Communicate results, celebrating successes and learning from challenges

MTSS and Equity Liaisons

- Key to successful and ongoing continuous cycles of improvement
- Help us fulfill our commitment to provide **effective instruction and precise intervention for all students in safe and inclusive learning environments**
- Work with educators to provide effective instruction and appropriate interventions that allow every student to feel a sense of belonging
- Help develop Professional Learning Communities in order to best support students through collaboration and intervention
- Collaborate with school counselors, school psychologists and school social workers
- Instrumental in implementing the strategies and analyzing the multiple measures of data

Setting the Stage: Data Dashboard

- Developed and grounded in Strategic Directions
- Designed to demonstrate growth in our strategic goals and be an accountability tool
- Includes performance indicators that contain both baseline measurements and growth targets
- Contains three categories, two of which will be described in more detail as we delve into the Deep Learning and Innovation, and Equity Strategic Directions

Deep Learning and Innovation



We will create learning environments that empower students to own their learning so they find purpose, meaning, and joy in their education and excel in post-high school endeavors.

Deep Learning and Innovation Goals and Actions

1. Creating Coherence

2. Effective Instructional Models

3. Effective Assessment Practices

Creating Coherence

- Alignment to support instruction
- Academic screener assessments
- Interventions before, during, and after the school day
- Support from MTSS and Equity Liaisons

Effective Instructional Models

- Students must be provided with ways to think critically and process ideas effectively
- Design challenge example
- The Profile of the Learner is our end goal

Profile of the Learner in SRVUSD:



Critical Thinker



Creative Designer



Effective Communicator



Insightful Collaborator



Global Citizen



Empowered Learner

Effective Assessment Practices

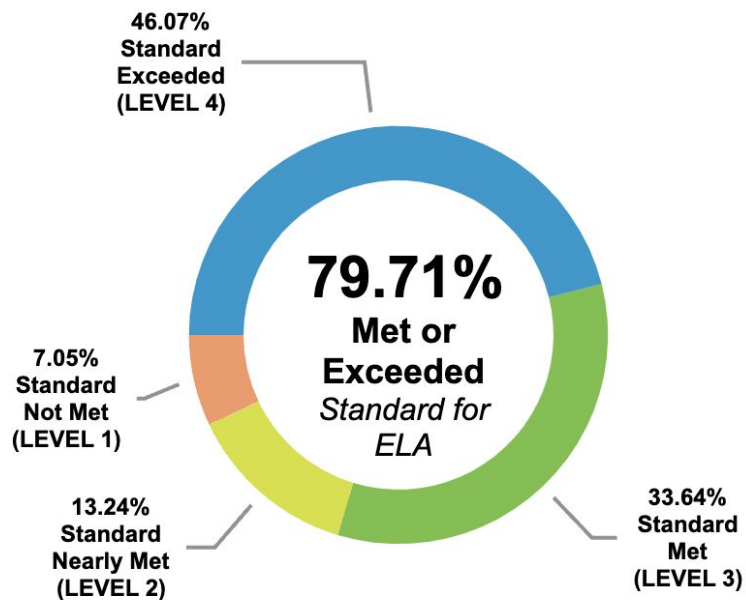
- Grading Reform Committee
- How we assess learning and grade students
- How we communicate learning to parents
- Standards based reporting
- Explicit strategies for student choice
- Grading and Assessment Handbook

Student CHKS 2021-2022 Meaningful Participation: <i>strongly agree or agree</i>				
Grade Level	5th	7th	9th	11th
Overall	46%	33%	26%	25%
American Indian or Alaska Native	50%	40%	41%	N/M
Asian or Asian American	46%	36%	28%	25%
Black or African American	55%	20%	20%	34%
Hispanic or Latinx	45%	25%	28%	22%
Native Hawaiian or Pacific Islander	N/M	N/M	N/M	26%
White	48%	31%	21%	25%
Mixed (two or more) ethnics	44%	32%	23%	22%
Something Else	43%	32%	32%	27%
Male	43%	34%	28%	25%
Female	49%	33%	25%	25%
Nonbinary	N/M	27%	10%	21%
Something Else	N/M	25%	19%	31%

San Ramon Valley Unified School District

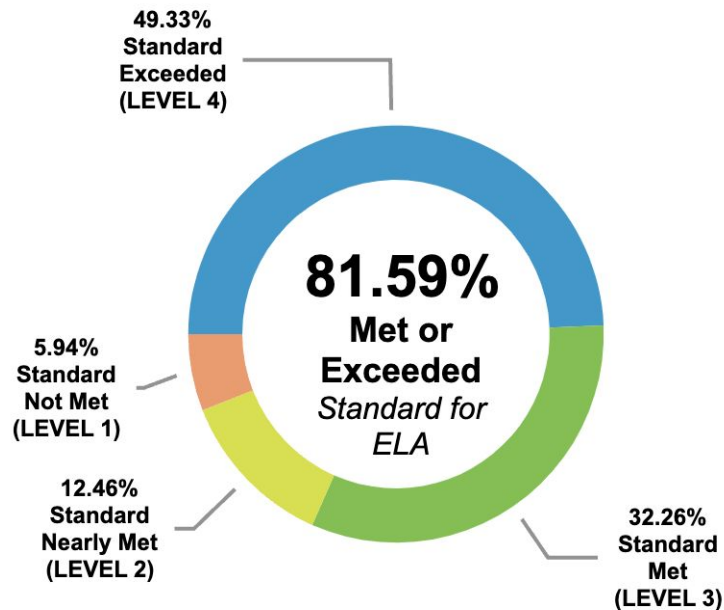
CAASPP English Language Arts

Percent of students within each achievement level



2021-2022

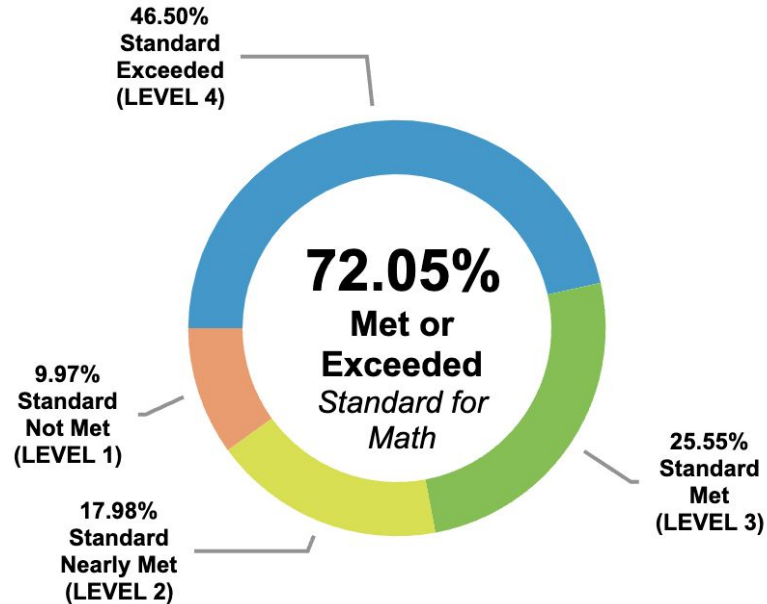
Percent of students within each achievement level



2018-2019

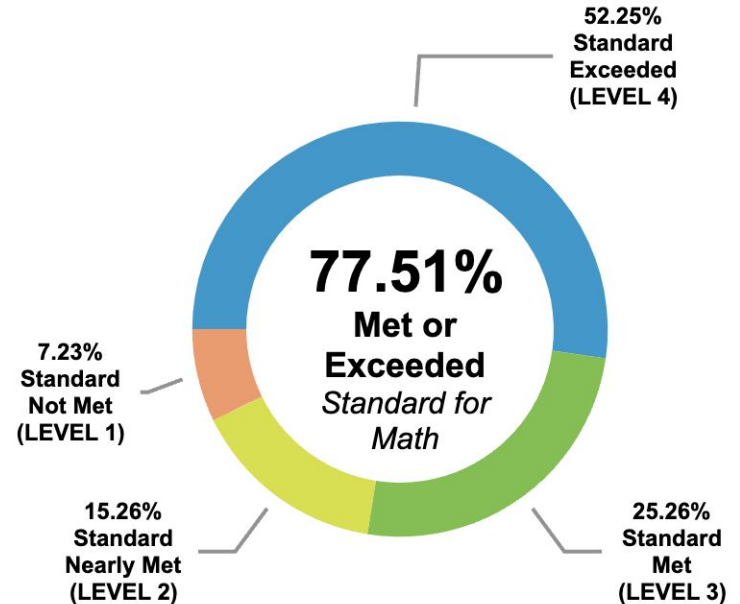
San Ramon Valley Unified School District CAASPP Math

Percent of students within each achievement level



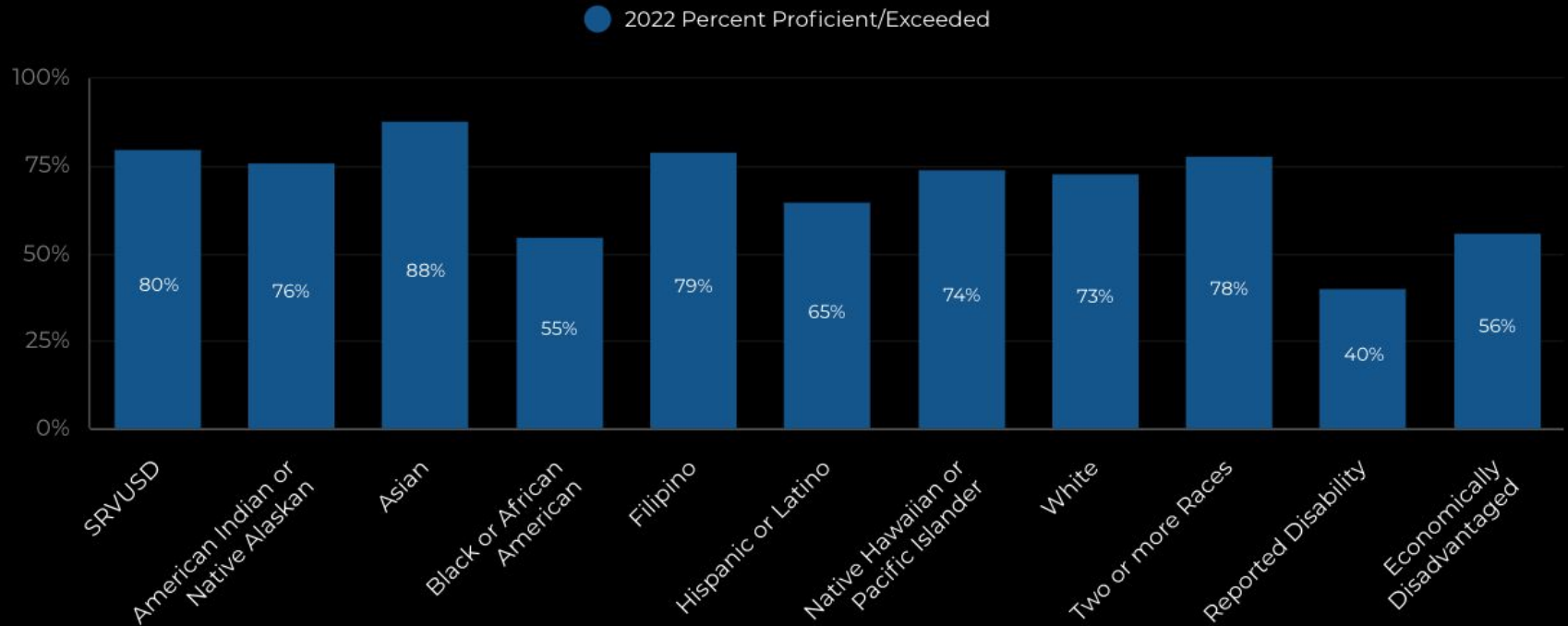
2021-2022

Percent of students within each achievement level

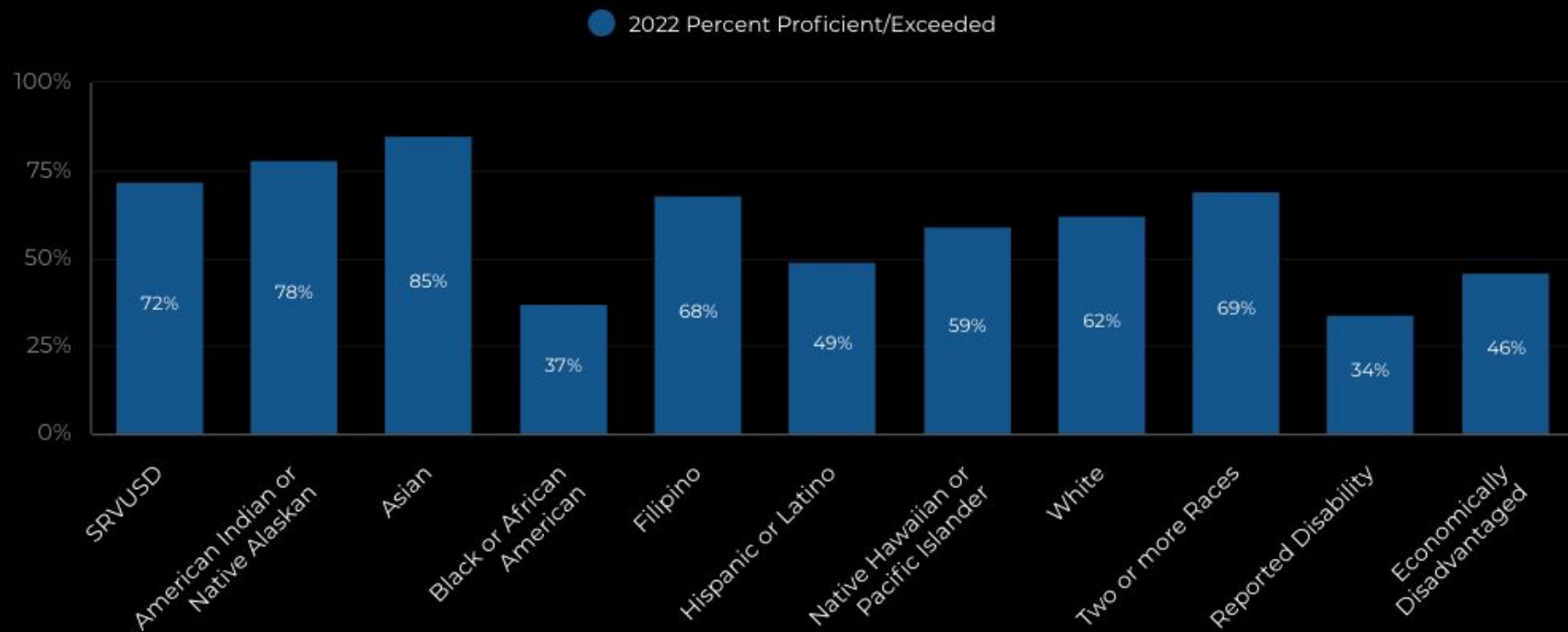


2018-2019

SRVUSD CAASPP ELA 2022 Sub-Group Data



SRVUSD CAASPP Math 2022 Sub-Group Data



Measurements: Next Steps for Deep Learning and Innovation Work and the Data Dashboard

Data dashboard for Category 1 Deep Learning and Innovation, focuses on:

- Creating Coherence
- Effective Instructional Models
- Effective Assessment Practices

To ensure transformation of practice, we will take clear actions and achieve the goals outlined above.

As we improve in these areas, it will reflect directly on the dashboard and we will see improvements in:

- Dimension One: College and Career Readiness
- Dimension Two: English Language Arts
- Dimension Three: Mathematics

Measurements: Next Steps for Deep Learning and Innovation Work and the Data Dashboard Continued

Our performance indicators have specific baseline measurements and growth targets in each Dimension:

- **Dimension One: College & Career Readiness**
 - Increase use of deep learning strategies in classrooms and codesign the *Profile of the Learner* - College & Career Readiness is compiled through the state of California Dashboard, which has yet to be released. Once this is published, we will align the dashboard.

Measurements: Next Steps for Deep Learning and Innovation Work and the Data Dashboard

Continued

- **Dimension Two: English Language Arts**

- Increase the percentage of students meeting or exceeding standard on CAASPP 2022 (79.71% Met/Exceeded) compared to pre-pandemic 2019 (81.59% Met/Exceeded) levels.
- Decrease academic disparities for underserved students on the CAASPP at a margin of 5%.

- **Dimension Three: Mathematics**

- Increase the percentage of students meeting or exceeding standard on CAASPP 2022 (72.05% Met/Exceeded) compared to pre-pandemic 2019 (77.51% Met/Exceeded) levels.
- Decrease academic disparities for underserved students on the CAASPP at a margin of 5%.

Measurements: Next Steps for Deep Learning and Innovation Work and the Data Dashboard

Continued

- Support from MTSS and Equity Liaisons
- Professional development
- Deep Learning and Innovation Steering Committee

Equity



We will ensure all students are empowered to reach their full potential by valuing student voice, addressing systemic inequities, and closing opportunity gaps.

Equity Goals and Actions

1. Safe Learning Environments

**2. Equity-Informed Policies,
Practices and Procedures**

3. Culturally Responsive Experiences

4. Diversifying Staff

Safe Learning Environments

- Safe and respectful learning environments are essential for student success
- Professional development for all staff
 - Intent vs. impact
 - Implicit and explicit bias
 - Example of intent vs. impact
- Amplifying student voices and experiences

Equity-informed Policies, Practices, and Procedures

- Responding to Discrimination and Hate Handbook
- Restorative Justice professional development - exploring a systemic approach

Culturally Responsive Experiences

- Student voice and being reflected in the curriculum
- Diverse read-alouds
- Equity-minded rubrics for new curriculum adoption

Diversifying Staff

- Revise hiring and recruiting practices to reduce bias
- Training for all administrators on new hiring and recruiting protocols
- Provide exit surveys to all staff who leave the district

Student CHKS 2021-2022 School Connectedness: strongly agree or agree

Grade Level	5th	7th	9th	11th
Overall	81%	69%	61%	58%
American Indian or Alaska Native	80%	73%	65%	N/M
Asian or Asian American	82%	69%	62%	56%
Black	75%	57%	57%	46%
Latinx	75%	66%	58%	53%
Native Hawaiian or Pacific Islander	N/M	N/M	N/M	65%
White	83%	70%	63%	63%
Mixed (two or more) ethnics	79%	70%	60%	57%
Something Else	78%	62%	58%	56%
Male	80%	72%	65%	60%
Female	82%	67%	60%	56%
Nonbinary	N/M	52%	40%	32%
Something Else	N/M	43%	42%	36%

Student CHKS 2021-2022 Safety Data: *Perceived safety at school: yes most of the time or yes all of the time (elementary) and very safe and safe (secondary)*

Grade Level	5th	7th	9th	11th
Overall	90%	73%	71%	73%
American Indian or Alaska Native	86%	80%	74%	N/M
Asian or Asian American	91%	74%	72%	75%
Black or African American	87%	67%	81%	60%
Hispanic or Latinx	95%	69%	64%	60%
Native Hawaiian or Pacific Islander	N/M	N/M	N/M	100%
White	90%	75%	70%	78%
Mixed (two or more) ethnics	87%	77%	71%	69%
Something Else	86%	65%	69%	60%
Male	90%	78%	76%	78%
Female	90%	71%	69%	71%
Nonbinary	N/M	51%	42%	35%
Something Else	N/M	52%	34%	24%

Student CHKS 2021-2022 Safety Data: *Reason for harassment: 2 or more times*

Grade Level	5th	7th	9th	11th
Race/Ethnicity/Origin	N/M	9%	7%	6%
Religion	N/M	4%	3%	3%
Gender	N/M	5%	5%	6%
LGBTQ+	N/M	6%	4%	4%
Disability	N/M	2%	2%	3%
Immigrant	N/M	2%	2%	2%
Any other reason	N/M	12%	9%	7%

Student CHKS 2021-2022 Safety Data:
Victimization: 2 or more times (secondary) and most or all of the time (elementary)

Grade Level	5th	7th	9th	11th
Physical e.g. pushing	4%	12%	6%	4%
Fear of being beaten up	N/M	7%	5%	2%
Rumors & lies	5%	18%	14%	14%
Jokes general	7%	N/M	N/M	N/M
Sexual jokes, etc.	N/M	19%	18%	17%
Stolen property	N/M	7%	4%	3%
Appearance or speech	23%*	20%	17%	13%
Name Calling	N/A	24%	19%	13%
Cyberbullying	5%	14%	12%	12%

* Yes/No percentage only available / No likert scale

Measurements: Next Steps for Equity Work and the Data Dashboard

Data dashboard Category 2 for Equitable, Inclusive and Safe Learning Environments focuses on:

- Safe Learning Environments
- Equity-Informed Policies, Practices, and Procedures
- Culturally Responsive Experiences
- Diversifying Staff

As we improve in these areas, it will reflect directly on the dashboard and we will see improvements in:

- Dimension Four: Social Emotional Well-Being
- Dimension Five: Student Voice and Agency
- Dimension Six: Diversifying Staff



Measurements: Next Steps for Equity Work and the Data Dashboard

Our performance indicators have specific baseline measurements and growth targets in each Dimension:

- **Dimension Four: Social Emotional Well Being**
 - Improve students' social emotional well-being: 71% → 76%
 - Decrease disparities in students' social emotional well-being: 63% → 69%
 - In light of our safety and inclusivity California Healthy Kids Survey data we will be expanding and revising the dashboard to include a benchmark in this area.

Measurements: Next Steps for Equity Work and the Data Dashboard

Continued

- **Dimension Five: Student Voice and Agency**
 - Increase percentage of students who feel they are meaningfully participating in school activities: 33% → 36%
 - Increase inclusive classroom experiences that allow student choice and voice: *Target goal will be determined once baseline data is collected.*
- **Dimension Six: Diversifying Staff**
 - Increase the percentage of people of color as new hires: 42% → 47%
 - Decrease the percentage of employees of color who leave the district due to job dissatisfaction: 13% → 10%

Measurements: Next Steps for Equity Work and the Data Dashboard

Continued

- Professional development
- Supported by MTSS and Equity Liaisons
- Elevating student voice
- Equity Steering Committee

Concluding Remarks



innovative
equitable
inclusive
excellent

Questions/Comments?

