Education with an Equity Lens

What are the unique needs of our students in each student group?
Outcomes - what you will leave with:

**Understanding of:**

- Opportunity gap and how it is being dismantled
- The unique needs students in each student group
- Plans that support educational equity in districts
  - Local Control and Accountability Plan
  - Distance Learning Plans
- Student Learning in times of COVID
  - Engagement strategies for virtual learning
- Social Emotional impact on student success and learning
“Who are your students?”
Socioeconomically Disadvantaged
Cycle of Growth & Learning And The System of Support
Accountability systems

https://www.youtube.com/watch?v=0fuT2MoLpgQ&feature=youtu.be&list=PLgIRGe0-q7Sbc6XC6CVyu1FwDKjMI_Z6g
The Purpose of Local Control and Accountability Plans
• The story each district get to write about all students.
• No two plans look the same - they are as different as each district.
• Highlights the needs of students with goals, actions and services
• Data is used to assess progress and inform areas of need.
• Allows for change across time
• Is a plan that incorporates funding

• Specifically targets those students who need more to get the same.
• They must be approved by district boards.
• Represents the collective voice of the district community
• Includes information on student performance, school climate and basic school
• Reviewed and approved by County Superintendent in accordance with guidelines
Local Control and Accountability Plans

All school districts must adopt an LCAP

Each plan must include:
• Goals
• Actions
• Related Expenditures

Plans must include services that target each major student group:
• Racial/Ethnic student groups
• Low-Income
• English Learners
• Students with Disabilities
• Foster
• Homeless

Plans must address the 8 state priorities:
1. Basic
2. Implementation of standards
3. Parental engagement
4. Student achievement
5. Student engagement
6. School climate
7. Access to course
8. Other student outcomes
At the heart of the LCAP

Stakeholder Engagement

Increased & Improved Services for student groups that need more to get the same.
Supporting Equity In Current Times
Access and Equity in Planning Produces More Equitable Outcomes
Accelerated v. Remedial Learning

Ed Puzzle
Jamboard

Jamboard Student Group[s]
## Why Accelerated Learning?

<table>
<thead>
<tr>
<th>Remediation</th>
<th>Acceleration</th>
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<tbody>
<tr>
<td>Mastering concepts from the PAST</td>
<td>Strategic focus on learning NEW content</td>
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<tr>
<td>Focus on deficits from prior years</td>
<td>Purpose of the concept</td>
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<tr>
<td>Prior skills taught in isolation</td>
<td>BIG picture of where instruction is going</td>
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<tr>
<td>Critical vocabulary</td>
<td>Scaffold prior concepts into future learnings</td>
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<tr>
<td>Providing work better suited for earlier grades</td>
<td>Laser focus on strategic skills needed merged into current concepts</td>
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<td>Critical vocabulary in context</td>
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<td>Real world relevance</td>
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Develop programs to help our students feel connected and supported
We come to the table representing all of the students in each student group.
The Disciplinary Revolution

Two decades of research has shown that suspensions and the accompanying loss of instructional time disproportionately affect students of color, particularly African Americans.

Research has also shown that suspensions *do little to transform student behavior while increasing the likelihood that students will drop out of school or become involved in the criminal justice system.*
What Is Social-Emotional Learning (SEL)?

- The process of developing and using social and emotional skills.
- The skillset we use to cope with feelings, set goals, make decisions, and get along with—and feel empathy for—others.

People with strong social-emotional skills are:

- better equipped to manage daily challenges,
- build positive relationships, and
- make informed decisions.

SEL helps students and adults thrive in school and in life.

The skills can be taught and learned from preschool all the way through adulthood.
Trauma-Informed Practices in Schools

- **Psychological trauma** includes experiences or events that are perceived as harmful, create intense distress, and affect an individual’s overall well-being.

- **Complex trauma** is the result of consistent or repeated traumatic exposure over a period of time, generally resulting in significant dysfunction or reduced well-being.

Childhood trauma can negatively affect a student’s capacity for self-regulation, organization, comprehension, and memorization, affecting students academically and socially throughout their school experiences.
In Closing:

On behalf of the all the students that you have the potential to represent, we thank you.

It is our collective work for each and every child that will indeed make a difference.
Resources:


Covid Response and Reopening Guidance: https://www.cde.ca.gov/ls/he/hn/coronavirus.asp

LCFF Frequently Asked Questions: https://www.cde.ca.gov/fg/aa/lc/lcfffaq.asp#LCAP

Acceleration not Remediation - Lessons from the Field: https://fordhaminstitute.org/national/commentary/acceleration-not-remediation-lessons-field