

# **NUSD EQUITY IMPERATIVE 2018-19**

## **GOALS, STRATEGIES AND RATIONALE**

*Final Draft: December 5, 2018*

***Equity: just and fair inclusion into a society in which all can participate, prosper and reach their full potential.***

Equity in Novato Unified School District means ensuring every student has **access** to educational opportunities that challenge, inspire and prepare him or her for a strong future. Equity also means that every student has the **support**, encouragement and assistance they need to succeed in school.

### **OUR CALL TO ACTION**

The educational failure of any one student impacts the entire Novato community. It is in the best interest of our community that every one of our students succeeds and our intention is for our community to hold high expectations for each and every Novato student. We are committed to examining and changing structures, policies, practices and relationships that contribute to inequitable outcomes and experiences for any student. We are also committed to setting clear and attainable goals, along with implementing strategies and actions in our LCAP, that will help us to close the stubborn opportunity gap for our students. We recognize that equity is an enduring project, a continuous work in progress, and we have taken up the call, evidenced in our universal goal and corresponding strategies, to find solutions. We invite our larger Novato community to join us in nurturing dialogue about race and finding ways to remove the obstacles for every student in accessing and benefiting from a rigorous and engaging education.

### **OUR CHALLENGE**

We will focus on the predictability of student success and failure correlated to race, class, primary language and special needs. The education institution in the United States has historical roots in a system of inequitable policies, practices, customs, and belief systems. Students of color, students living in poverty, students for whom English is a second language and special needs students do not have equitable access to high quality, engaging and relevant learning environments. This challenge is not unique to our district as many other districts struggle to address the disparity between students, also known as the achievement gap but better named the opportunity gap. (We prefer the term “Opportunity Gap” to “Achievement Gap” because it more accurately addresses the problem of our students of color not having the same opportunities that our White students have.) We must address the educational needs of our traditionally marginalized students.

## **OUR COMMITMENT**

NUSD is committed to creating space and structures for staff, students and families to participate in developing school cultures where caring relationships are nurtured, where people are valued for their individuality, and where every child can grow and learn to achieve their full potential. Specifically, we commit to nurturing dialogue around issues of race as they pertain to classroom practices, school and district structures, policies and procedures. Specific obstacles for marginalized students include, but are not limited to, the presence of inadequate academic preparation, low expectations and limited access to higher level college preparatory high school curriculum.

## **OUR UNIVERSAL GOAL**

A universal goal is what we want to be true for each and every student in the Novato Unified School District (NUSD). Our universal goal in Novato is that:

***All students will demonstrate proficiency in the academic and social skills identified in the Graduate Profile, which includes meeting the UC/CSU entrance requirements upon graduation so that they are prepared for and successful in college and career.***

## **OUR EQUITY IMPERATIVE**

We know that some students have better access and opportunity to meet the Graduate Profile than others and there are major differences in access based on multiple factors such as race and ethnicity, socio-economic status, one's primary language, and special needs. With this in mind we are committed to giving each child the support and resources they need, recognizing that some students may need more or less support as they are each situated differently to our goal.

**Our equity imperative is to eliminate the predictability of success and failure to meet the Graduate Profile that currently correlates with race, ethnicity and other factors mentioned above by targeting specific improvement strategies to our students who are farthest away from being able to achieve our universal goal as indicated by the data below. (Note: Currently we are using the percent of students meeting the A-G requirements until we have assessments that better match our Graduate Profile.)**

## **OUR 2018-19 TARGETED GOALS**

### **Goals:**

1. By June 30, 2019, Increase the number of Latino, socioeconomically-disadvantaged, special education and EL students meeting the A-G requirements by 5%.

	2015-16		2016-17		2017-18	
Latino	20%	40/193	31%	51/167	23%	39/168
SED	25.2%	46/182	29.3%	54/184	21%	30/142
SPED	14.6%	11/75	17%	9/52	23%	13/57
ELLs	4.2%	3/71	15.6%	14/90	0%	0/28
White	60%	195/323	62.7%	193/308	60%	195/323

**OUR TARGETED STRATEGIES FOR 2018-19**

Targeted strategies are those that focus on the structures within NUSD that create educational access and success for some students but not all. The Local Control Accountability Plan (LCAP) contains descriptions of the structures we will improve or create that will close the Opportunity Gap. For the 2018-19 school year, we have decided to focus on these 10 specific targeted strategies to support our four key groups of students. We believe that while these strategies target will assist our identified students, they will also benefit all students.

Equity is a broad and complex topic. To help us address the different equity drivers, we use the four elements identified in the BELE (*Building Equitable Learning Environments*) Network that impact equity, which include Students, Adults/Educators, Structures and Policies and have organized our strategies under each of these components.

**Students:**

1. **Continue to promote student voice as a way to empower students to advocate for their best interests and to ensure their academic and social-emotional needs are met**
  - a) Continue to use the District and School Student Advocacy Councils for input into school and district decisions using Youth Truth Survey results as a starting point
  - b) Continue to include students and seek out their input on hiring panels, district priorities and goals, district and school committees, school events, and the Board of Trustees discussions
  - c) Ensure each school creates a culture of belonging and inclusion with specific strategies and programs

- 2. Provide students with opportunities to learn about “Cultural Competence” and receive feedback using the rubrics**
  - a) Explore the issue of privilege and implicit bias with secondary students and promote student reflection on what it means to be culturally competent
  - b) Involve students in decisions that will lead to a more inclusive and safe learning environment in classrooms and the school
  
- 3. Provide students with opportunities to review and reflect on their Graduate Profile regularly and to provide them with opportunities to demonstrate proficiency in the 6 C’s.**
  - a) Train High School Counselors in equity centered counseling practices and design a process to ensure counselors meet regularly with students to review their 10 year plans and their progress towards meeting the Graduate Student Profile (including the A-G requirements).
  - b) Build time in the daily schedule to provide feedback and support to students related to the Graduate Profile skills.
  - c) Pilot Graduate Profile performance assessments at 5<sup>th</sup>, 8<sup>th</sup> and 12<sup>th</sup> grades as benchmarks along the K-12 continuum.

### **Adults/Educators**

- 4. Provide Equity Professional Development, Training and Support:**
  - a) Working with Education Trust West, conduct an Equity Audit at Novato High School and San Marin High School
  - b) Support the learning and leadership of our equity teams in place at all schools (Elementary with Epoch Education; Secondary with National Equity Project)
  - c) Provide professional development opportunities for all staff to develop culturally responsive teaching practices in the classroom and use of the cultural competence rubric, including student voice and input
  
- 5. Provide ELD Training and Support**
  - a) Provide Clark Consulting and Training (CCT) training and coaching for all elementary teachers
  - b) Ensure 45 minutes of ELD targeted instruction every day
  
- 6. Develop Learning Targets, Identify Priority Standards and Develop Proficiency Scales using an equity lens for all core subject areas**
  - a) Develop Proficiency Scales (including performance assessments) to assess whether students have developed mastery of the prioritized standards and learning targets.
  - b) Continue to study effective grading practices that align to learning targets; revise elementary report cards; pilot new middle school report card

- c) Revise board policies as necessary regarding grading and homework to ensure policies are research-based

## **Structures**

### **7. Create or improve the use of an equity-driven data system:**

- a) At the elementary level, use the new Data Matters assessment reports to provide teachers with formative assessment results during the year so they can adjust practice accordingly.
- b) At the secondary level, develop a data system that provides formative data for teachers, including real time D and F data on students, disciplinary actions, enrollment in advanced courses, on-track data for A-G and disaggregate this data based on race, class, special needs and EL.
- c) At the secondary level, ensure all Principals review D/F lists with all teachers and activate an early warning response system with students on the D/F list.
- d) Pilot standards based grading systems that more accurately give students and families information about class progress
- e) Continue to provide training to administrators and teachers on how to use a data inquiry cycle to analyze data to drive decision making.

### **8. Ensure coordinated structures and systems that enable interventions and supports are provided to struggling students, including:**

- a) Summer School classes
- b) Tutoring
- c) Mentoring opportunities
- d) AVID strategies

### **9. Analyze school structures and systems to develop ways to deepen the opportunity for personalized learning at all levels**

- a) Visit districts and schools that are currently serving as models of personalized/individualized learning to glean best practices
- b) Explore the use of a Learning Management System such as the Summit Learning Platform or Empower at the secondary level.

## **Policies**

- ### **10. Explore the possibility of adopting the A-G College Entrance requirements as the “defacto” NUSD graduation requirements beginning with the class of 2025 (current sixth graders.)**