

# 2020 SRCS RACIAL EDUCATIONAL EQUITY AUDIT AND EQUITY BLUEPRINT PLAN



## ***Equity Audit Process:***

In partnership with Education Trust-West and Marin Promise Partnership, San Rafael City Schools conducted an Educational Equity Audit (EEA) at San Rafael, Terra Linda and Madrone high schools in the Spring of 2019. The EEA served as a catalyst for advancing SRCS' efforts and initiatives to understand and address opportunity and achievement gaps among District students. Through interviews, focus groups, master schedule analysis and more, the team at Ed Trust-West was able to identify key findings and recommendations in 10 categories:

1. Course Access and Success
2. Curriculum and Instruction
3. Student Supports and Interventions
4. School Culture and Climate
5. College and Career Readiness Supports
6. Certificated Staff Diversity and Professional Learning
7. Community and Family Engagement
8. English Learners and Students with Disabilities
9. Alternative Schools
10. Allocation of Resources

## ***Educational Equity Audit Five Key Findings:***

- There are significant gaps in enrollment and successful completion of the full A-G course sequence by gender, ethnicity, and income. Ethnicity is the strongest predictor of A-G completion.
- English learners are significantly underrepresented in college preparatory and Advanced Placement courses
- There is a lack of support for English learners in content courses and insufficient professional learning opportunities focused on supporting English learners and students with disabilities in content courses.
- The district lacks a systemic way to regularly update families and students about students' progress towards meeting A-G and/or Career Technical Education (CTE) pathways requirements.
- The district's chronic absenteeism and suspension rates are higher than state and county average rates, with students of color and English learners disproportionately affected.

## Blueprint Planning & Stakeholder Engagement Timeline

Date	Event
9/25/19	Blueprint Planning and Feedback Session #1
10/24/19	Blueprint Planning and Feedback Session #2
11/20/19	Blueprint Planning and Feedback Session #3
1/16/20	Blueprint Planning and Feedback Session #4
2/27/20	Blueprint Planning and Feedback Session #5
9/3/20	Meeting with Principals and Cabinet to review Draft Blueprint
9/15/20	Blueprint Planning and Feedback Session #6
9/24/20	Student Town Hall to listen to Student Equity Issues
10/8/20	Meeting with Student Advisory Group to review Draft Blueprint
10/13/20	Meeting with DELAC LatinX parents to review Draft Blueprint
10/20/20	Meeting with Parent Advisory Council to review Draft Blueprint
10/21/20	Blueprint Planning and Feedback Session #7
10/26/20	Presentation of Draft Blueprint Draft to Board of Education
11/16/20	Adoption of Final Equity Blueprint Plan by Board of Education

### **Blueprint Planning Process:**

The EEA findings and recommendations were presented to the Board of Education in August of 2019 and then taken to our Equity Blueprint Planning team during the 2019-2020 school year to be vetted and prioritized. A diverse team of approximately 30 TK-12 teachers, students, administrators and parents met seven times during the course of the year, taking a pause once COVID-19 hit in March and reconvening in September of 2020. These final discussions on key priorities took place in the Fall of 2020 where students, parents, and other stakeholders helped the District create the three-year plan. While the EEA focused on our high schools, the recommendations in the Equity Blueprint Plan are TK-12 recommendations. You can see the full Equity Audit [here](#).

It should be noted that both the Educational Equity Audit and the Equity Blueprint Plan are focused on issues impacting the opportunity gap and so are focused on race, ethnicity, special education, English Learner status and socioeconomic status; these reports do not specifically focus on other groups such as Jewish students or LGBTQ students. SRCS will follow up the Equity Blueprint Plan Actions with specific strategies to address discrimination of these and other groups in the spring of 2021.

**Equity Blueprint Planning Team:**

Sally Holland	Katie O'Donnell	Stephanie Kloos
Amy Martinez	Dave Tow	Jeannine Thurston
Lauren Menchavez	Tyler Graff	Jim Hogeboom
Hanna Moore	Glenn Dennis	Christina Hopkins
Pepe Gonzalez	Katy Dunlap	Cassandra Lane
Juan Pomnier	Melissa Millerick	Danny Martinez
Courtney Connelly	Matt Moore	Alexis Morgan
Lisa Cummings	Armando Oseguera	Carmen Puga
Kevin Kerr	Karena Posedel Whorton	Maria Rodriquez

**Approved by San Rafael City School Board of Education on 11/16/2020**

Maika Llorens Gulati, Board President  
Linda M. Jackson, Vice President  
Rachel Kertz, Trustee  
Greg Knell, Trustee  
Natu Tuatagaloa, Trustee

**Next Steps**

After the Equity Blueprint Plan is approved by the Board of Education, SRCS staff will develop a project implementation plan for each year to present to the Board at the January 11, 2021 Board meeting. The implementation plan will include budgets, metrics, leads, timelines and specific actions to be taken for each year of the plan. The SRCS Leadership Team will continue to use the implementation plan to check progress on action items, fold in any new feedback, and reflect on the work that the community is doing regarding racial equity. Given that some items in the Equity Blueprint Plan have costs associated with them, the Board will need to prioritize items that require funding and balance these priorities with the need to make budget cuts at the Elementary School level. In essence, our Equity Blueprint Plan will become our LCAP for all intents and purposes.

Furthermore, our Together 2023 Strategic Plan is set to be completed this spring, and we will need to merge these two plans together. The Together 2023 plan is in its final stages, as we have completed our core values, key skills (Graduate Profile) and strategic goals, and just need to finish the key actions. There is some overlap between the actions delineated in the Equity Blueprint Plan and those initially identified in the Together 2023 plan, so staff will work to merge the two together in a cohesive way.

As mentioned previously, SRCS will follow up the Equity Blueprint Plan Actions with specific strategies to address discrimination of other groups, such as Jewish students and LGBTQ students, in the spring of 2021.

# SRCS RACIAL EQUITY BLUEPRINT PLAN

## 2020 - 2024

Based on the analysis of data from the Educational Equity Audit and the District's goals, the SRCS Racial Equity Blueprint Plan is focused on four areas: 1) English learners; 2) equitable access; 3) academic support and student wellness; and 4) anti-racist curriculum and practices. The plan identifies actions to meet goals in each of these four focus areas. The actions are further categorized into the four themes of: 1) student supports; 2) staff supports; 3) community engagement; and 4) systems and structures (in alignment with the Together 2023 Strategic Plan).

### **Focus Area Goals:**

#### **Focus Area #1: English Learners (EL)**

**Goal:** Identify ways to ensure students who come into our PK-12 system as English Learner and newcomer students graduate at the same rate as their peers

#### **Focus Area #2: Equitable Access (Access)**

**Goal:** Establish equity of access to A-G, AP and other advanced courses

#### **Focus Area #3: Academic Support & Student Wellness (Support/Wellness)**

**Goal:** Increase and improve student interventions and support (academic, college & career, wellness)

#### **Focus Area #4: Anti-racist Curriculum and Practices (Anti-racism)**

**Goal:** Ensure all students are taught anti-racist, equity-based curriculum, including the use of culturally relevant teaching practices and curriculum that is reflective of all cultures and groups of people and work to integrate schools across the district.

*Note: Numbers indicate the topic, finding and recommendation from the August 2019 Education Trust West Educational Equity Audit*

### Year 0 (2020-21)

#### **Student Support Actions**

1. (ELs) Implement the Bridge Program so that High School Newcomer students get a diploma and have improved access to Adult Education (8.4.A)
  - a. Improve articulation
  - b. Ensure enrollment is streamlined for students
  
2. (Access) Counselors create template for 9th graders to achieve A-G through California Colleges (1.2.A)
  - a. Develop strategies for supporting students in graduating A-G eligible (target specific student groups)
  - b. Work with District/IT Services to create dashboards in Illuminate/Aeries/California Colleges to facilitate monitoring students' progress (Graduate A-G)

3. (Anti-racism) Develop/strengthen Student Voice at the high school and middle school level through the use of programs such as Student Leaders Anti-Racist Movement (SLAM) (4.4.A)

4. (Anti-racism) Consider adding Ethnic Studies as a graduation requirement (Looking at this through World Cultures at SRHS; TLHS has a similar course called Ethics and Social Justice)

5. (Anti-racism) Review reading lists for courses (particularly English and Social Studies) to ensure more inclusive authors from various cultures and ethnicities

#### **Staff Support Actions**

6. (Anti-racism) Professional development for faculty and staff (certificated and classified) around culturally responsive teaching practices, anti-semitic, anti-racist practices (6.3.A)

7. (Anti-racism) Recruit, hire and retain more staff of color (6.5.A)

#### **Community Engagement Actions**

8. (EL) Develop stronger LatinX parent voice

- a. Improve outreach and communication with our LatinX parents, providing access through Spanish Town Halls, videos in Spanish, etc. (7.4.5B)

9. (EL) Provide bilingual tech support for students and families for support of distance learning and tech platforms that will be used going forward. (7.4.5A)

#### **Systems and Structures Actions**

10. (EL) Implement EL Master Plan activities and strategies to ensure EL students are reclassified as FEP within five years (8.2.A)

11. (Access) Revise master schedules to better support students needs (2.4.A)

- a. Analyze current patterns in students' Math course taking and achievement in middle school and high school so that all students enter high school prepared to enroll and succeed in college preparatory courses, with targeted supports (1.5.A)
  1. Evaluate all middle school advanced and remedial classes
  2. Ensure similar course offerings at both schools

*Continue year 0 actions, as needed.*

**Student Support**

1. (ELs) Implement the Bridge Program so that High School Newcomer students get a diploma and have improved access to Adult Education (8.4.A)
  - a. Improve articulation
  
2. (Access) Ensure access to Advanced Placement classes with clear and transparent outreach efforts to underrepresented groups and enrollment processes that remove gatekeeping mechanisms (1.3.A)
  - a. Materials are free and accessible to all students, including AP exams.
  - b. Students with IEP can have their accommodations on the AP tests
  - c. Make courses more hands on
  - d. Open enrollment for all AP classes in HS (1.3.A)
  
3. (Support/Wellness) Ensure there are socioemotional counseling supports in all grades to ensure students are staying on track (standard of wellness, passing classes, UC/CSU preparation) (1.8.B)
  - a. Prioritizing mental health supports, particularly social workers to support students
  
4. (Support/Wellness) Build upon restorative practices work already in place to develop practices that are appropriate for each school community in collaboration with students, parents, and community partners (4.2.D)
  
5. (Support/Wellness) Recommend that all teachers administer a (confidential) student survey to provide student feedback quarterly
  
6. (Anti-racism) Develop/strengthen Student Voice at the Elementary Schools (4.4.A)

**Staff Support**

7. (EL/Anti-racism) Provide professional development for staff to develop the skills and mindset to support all typologies of EL students (8.3.A)
  - a. Provide all staff with robust professional development and sustained professional learning communities focused on culturally responsive teaching practices.
  
8. (EL) Hire more bilingual teachers and staff (3.4.A)(6.5.A)
  
9. (Access) Examine grading practices; develop equitable grading policies District-wide (1.7.A)(2.3.A)

10. (Support/Wellness) Strengthen relationships between staff and students using strategies such as culturally relevant teaching practices, Capturing Kids Hearts, AVID and Advisory (3.2.A)

- a. Provide curricular resources for the Advisory course that support teachers' efforts to create caring, teacher-student relationships and help students and teachers develop self-management and conflict resolution strategies (4.2.B) (specifics needed - ex. 4 year credit course)
- b. Use a social emotional curriculum in the elementary grades that promotes self-regulation strategies

11. (Anti-racism) Use Student Voice/SLAM students to share stories and build teacher awareness of and competence with equity issues and effective teaching practices (4.4.A)

### **Community Engagement**

12. (EL) Improve outreach and communication with our LatinX parents, providing access through Spanish Town Halls, videos in Spanish, etc. (7.5.B)

13. (EL) Provide bilingual tech support for students and families for support of remote learning and technology platforms that will be used going forward.

14. (Support/Wellness) Prioritize efforts to nurture positive relationships between students and adults on campus, as well as support strong family and community engagement (4.2.A)

15. (Anti-racism) Provide equity training for parents and community members.

### **Systems and Structures**

16. (Access) Establish new graduation requirements as Board Policy (1.1.A)

- c. Determine graduate profile/anchor standards for all subject areas to allow for depth of learning (PK-12)

17. (Support/Wellness) Hire a bilingual/bicultural Newcomer Counselor to support our newcomer students (Work with the district/union to establish contract language limiting caseloads to be more in line with American School Counselor Association (ASCA) (250:1) recommendations and those throughout Marin County (350:1) (8.6.A)

18. (Support/Wellness) Work with the District to redefine the role of the guidance counselor to ensure robust academic counseling supports -- (Job Description) -- more time working with underrepresented students (3.3.A)

19. (Support/Wellness) Put in place an Multi-Tiered System of Support (MTSS) framework

- a. Provide professional development on classroom based Tier II intervention strategies for both behavior and academics

- i. Embed trauma-informed practices in the culture of our schools, for students and adults
- b. Develop targeted supports including a District-wide rTI structure (RTI/MTSS around milestone benchmarks such as ninth grade English A-G)
  - i. Implement data-informed, wrap-around, site-based collaborative teams (i.e. Success Networks) at every high school and professional learning communities (PLCs) at elementary to ensure all students have the support they need to stay on track and succeed in a UC/CSU eligible class schedule. (7.3.A) *(Suggestion from Marin Promise)*
- c. Re-engage in District-wide work with Positive Behavioral Interventions and Supports (PBIS)

20. (Anti-racism) Develop Board policy around enrollment boundaries

- a. Adopt the goal where ethnic and racial enrollment of each school reflects the District demographics.
- b. Revisit school boundary areas with the goal of balancing school ethnicities

21. (Anti-racism) Develop/expand Board Policy on addressing acts of hate

**Year 2 (2022-23)**

*Continue year 0-1 actions, as needed.*

**Staff Support**

- 1. (Support/Wellness) Establish systems for teachers to communicate with each other and students to make sure assignments, tests, and big projects are spread out
- 2. (Anti-racism) Expand bilingual course offerings and a TK-12 dual immersion program (2.1.A)
- 3. (Anti-racism) Form Equity Teams at each school site to help translate theory into action (6.3.A) (Include Classified)
- 4. (Anti-racism) Continue Equity Walks/Instructional Rounds at each school

**Community Engagement**

- 5. (Anti-racism) Research/visit other successfully integrated districts and schools

**Systems and Structures**

- 6. (EL) Implement EL Master Plan activities and strategies to ensure EL students are reclassified as FEP within five years (8.2.A)
  - a. Hire an English Learner Coordinator who can communicate with EL families and coordinate our EL Services and ensure EL Master Plan is implemented (8.1.A)

*Continue year 0-2 actions, as needed.*

**Community Engagement**

1. Establish monitoring systems that routinely update counselors, teachers, students and parents on students' progress towards meeting A-G requirements (1.2.A)