Equity Blueprint *for* Action

san diego county office of
EDUCATION
FUTURE WITHOUT BOUNDARIES℠

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Land Acknowledgement

We acknowledge that the unceded territory of California is home to nearly 200 tribal nations. **We acknowledge and honor** the original inhabitants of our various regions. The land that surrounds us is part of who we are presently, and it reflects our histories. San Diego County is home to four federally recognized and resilient tribal nations of the Kumeyaay/Diegueño, Payómkawichum (Quechnajuichom/Luiseño and Acjachemen/Juaneño), Kuupiaxchem/Cupeño, and Cahuilla people. It is also important to acknowledge that this land remains the home to the 18 federally recognized bands of the Barona, Campo, Capitan Grande, ‘Ewiiaapaayp (Cuyapaipe), Inaja-Cosmit, Jamul Indian Village, Laguna, La Jolla, La Posta, Los Coyotes, Manzanita, Mesa Grande, Pala, Pauma, Rincon, San Luis Rey, San Pasqual, Santa Ysabel, Sycuan, and Viejas Indian reservations.

A land acknowledgement is a critical step toward working with native communities to secure meaningful partnership and inclusion in the stewardship and protection of their cultural resources and homelands. We honor these ancestral grounds and support the resilience and strength that all Indigenous peoples have shown worldwide.

To learn more about land acknowledgements, please access the California Indian Culture and Sovereignty Center Land Acknowledgment toolkit.

Introduction

Equity holds the promise of making our educational systems work for every student. That's why the San Diego County Office of Education (SDCOE) created the *Equity Blueprint for Action*, to provide responsive and evolving equity-centered tools and resources to support educators and our students.

This is a simple, but impactful document that aligns equity work to the California Local Control Funding Formula (LCFF) priorities and California School Dashboard. It focuses on going beyond the minimum requirement and investing in our educators for the future of our students.

All students are deserving of a world-class education with high expectations from caring adults who love and support them. But the fact is, our school systems were not designed to support all students, such as those experiencing poverty or students whose first language isn't English, and we see too many kids falling through the cracks.

We consistently hear from students that they want to see more diverse perspectives and examples of positive contributions — from their cultures and others — in their classrooms and curriculum. Students want to be seen and understood as they seek to see and understand others.

We're also listening to our community members and extending our hand in partnership to agencies and organizations that have the same vision of equity. For the *Equity Blueprint for Action*, SDCOE received input from our advisory groups: the Equity Network with voices from stakeholders and community members including American Indian educators, scholars, and advocates; the African American Advisory Group facilitated in conjunction with the Association of African American Educators; and the Latinx Advisory Group led together with San Diego State University faculty.

We are also fortunate to have Secretary of State Shirley Weber, who has championed these efforts at the state level. As an assembly member in 2018, Weber was integral in securing funding for the California Department of Education equity grant program, of which SDCOE was one of the grant recipients and able to deepen our equity work.

Reimagining schools is a collective effort and this is our opportunity to act on research-based best practices and strategies offered by our communities to better support all students. Together we can ensure high expectations for every student while showing respect and honor for the unique cultures and perspectives of our young people. Educational equity is a huge undertaking, but it's within our power to make the world a better place for our youth today and in the future.

In service of our students,

Dr. Paul Gothold
San Diego County Superintendent of Schools

About the Blueprint

The ***Equity Blueprint for Action*** focuses on improving educational outcomes for three student groups: African American, American Indian, and Latinx. This document highlights community- and research-informed practices common among the three communities, as well as actions and recommendations specific to each community.

As per the community's request, this document aligns the following considerations, strategies, and aspirations to the state's LCFF priorities. This alignment supports the public commitment of school systems to improve educational outcomes for our students. Making a public commitment also aligns funds toward the implementation of the suggestions in this document. As public education systems, we must regain the trust that we have lost due to the prevalent and historically low achievement rates across vulnerable communities.

This resource provides asset-based recommendations for local educational agencies to address key issues of equity and amplify the LCFF priorities and redesign their Local Control and Accountability Plans (LCAPs). Likewise, these recommendations provide practical, action-oriented entry points to support school communities to clearly articulate how they will interrupt inequities in our systems and implement culturally responsive practices and policies that support all children in each school every day.

School systems need a structural organization to frame equity work within a multi-tiered system of support (MTSS). MTSS is a comprehensive, data-driven framework with equity at its center. This asset-based framework ensures that students receive the support they need when they need it and how they need it. By integrating academics and behavior, it connects both pillars with social and emotional learning. This framework also aims to engage a variety of stakeholders — from students and staff to school community — and is designed to empower the system through stakeholder voice and agency. SDCOE offers professional learning and coaching to schools seeking to ensure a healthy MTSS structure.

To support this parallel, multilayered work in schools and classrooms, including school sites' School Plans for Student Achievement (SPSA), and classroom unit/lesson plans, resources can be found on the ***Equity Blueprint for Action* companion website.** The resources are organized to provide entry points for district, school, and classroom leaders.

This document wouldn't be possible without the commitment and dedication of our community network, advisory committee members, and student panelists. Our community members have knowledge and wisdom that is critical to serving and teaching children and honoring their cultures. It is incumbent on us to pull in diverse voices to inform our work. Our communities inherently know the best ways to serve and teach our children. How are we actively accessing their wisdom and knowledge as true educational partners in service of our children?

Purpose

The mission of SDCOE is inspiring and leading innovation in education. This document aims to help achieve this mission by providing community-informed and research-based guidance to improve outcomes for historically marginalized students. Our goal is to identify the systemic barriers that have resulted in longstanding, pervasive opportunity gaps experienced by many African American, American Indian, and Latinx students across San Diego County. We also seek to better understand and address the root causes of these barriers. For example, due in part to low numbers of American Indian students in our K-12 schools, their needs too often remain invisible or unaddressed. We seek to spotlight these and other equity issues and partner with the community to address them in a culturally responsive way. To inform this document, stakeholders from across San Diego County dedicated their time, expertise, and passion during a yearlong dialogue about improving educational outcomes for African American, American Indian, and Latinx students. Stakeholders voiced their dreams, aspirations, and community-specific concerns to improve our K-12 educational systems. This document aims to honor their collective wisdom.

Intentional Stakeholder Engagement

SDCOE's process in designing the *Equity Blueprint for Action* was our attempt to truly listen to our historically marginalized communities, honor their experience and wealth of knowledge, and amplify their voices. The advisory committees will continue to provide ongoing input and feedback for each community. For this reason, there is also a dynamic ***Equity Blueprint for Action* companion website** that will continue to highlight resources and address current needs for each community.

COMMUNITY CONNECTIONS

While this document addresses the interconnected and specific needs of three communities, it also aims to provide a guide to serve other historically marginalized groups, including Asian American, Middle East and North African, LGBTQIA+, and students with Individualized Education Programs (IEPs), among others. Equity resources to support these communities will be added to the ***Equity Blueprint for Action* website**.

GUIDING COALITION MEETINGS

During the 2019-20 school year, the SDCOE Equity department held eight Blueprint for Action Guiding Coalition meetings with representatives from the African American and Latinx advisory committees, as well as representatives from the American Indian community. The following cross-cutting focus areas, needs, or themes emerged from these meetings:

- **Asset-based systems**
- **Culturally and linguistically responsive instruction**
- **Family and community voice**
- **Student agency and voice**

In order to create the type of assets-based educational systems and experiences described across the four themes, we also identified the need for ***socially conscious leadership***.

For each theme, each community (affinity) group responded to the following prompts:

- **What might [this theme] mean? Why is this important for the [African American/ American Indian/Latinx] student group?**
- **What might be possible if we dare to dream? What is our deepest aspiration of what this looks like?**
- **What may be some of the dilemmas or tensions we may face?**

Their answers are included in the following section.

STUDENT EXPERIENCE PANELS

SDCOE's Equity department engages in deep listening with students by hosting monthly student experience panels that focus on historically marginalized populations. Our students' concerns and requests aligned to the feedback we received from our community as well. We continue to strive to listen deeply and not only provide a platform for student voice but also empower student agency to be active participants in the education system. Our student experience panel events, which can be viewed on our webpage, provide a powerful testimony to educational practice. We invite you to **view the panels**. Student panelists' feedback is also incorporated throughout this document.

> **I want to see my culture and history represented in the curriculum because it's important not only for me to learn about my history, but others as well.**
>
> — San Diego County student

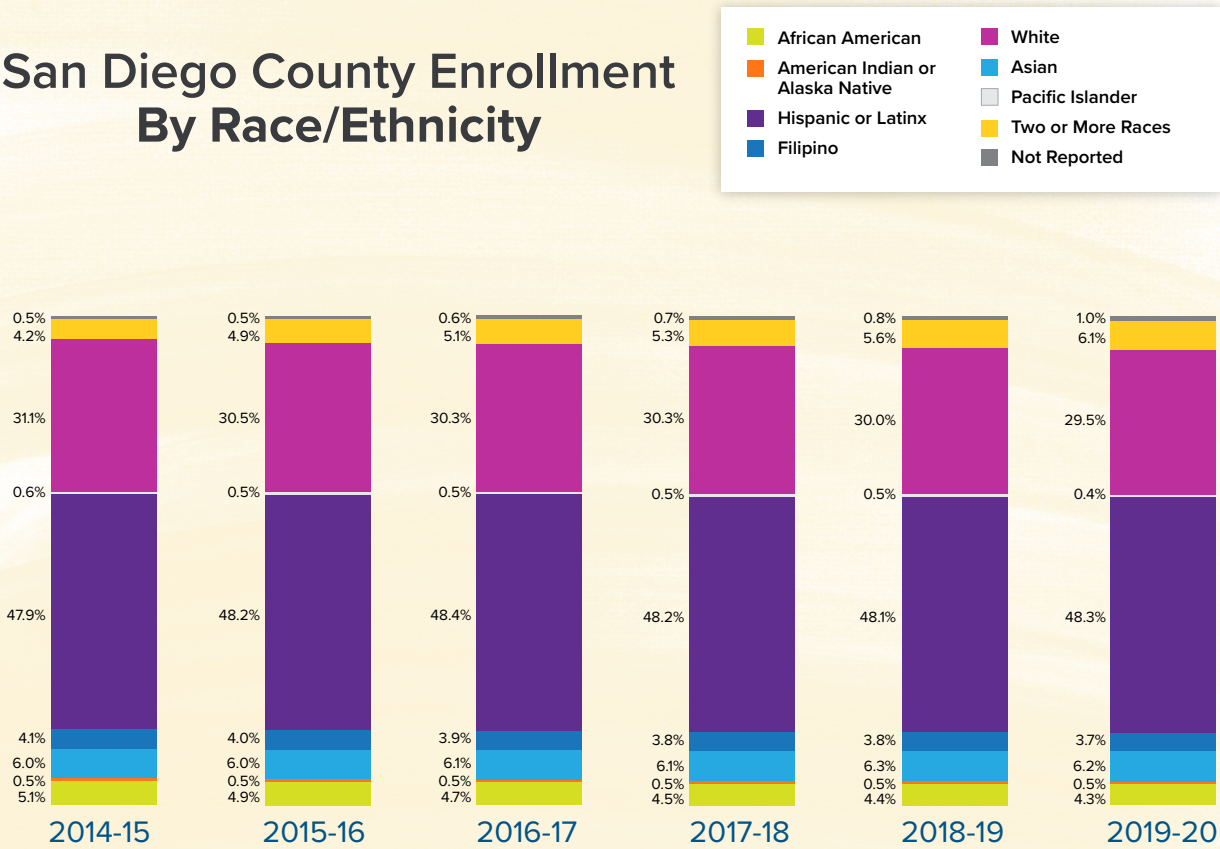
The beauty and truth of the testimony that emerged from the student panels showed how some themes were shared across all three communities, while also casting light onto the needs of specific populations. We asked students about the assumptions that have been made about their identities, their experiences with racism in schools, what has been most helpful to becoming empowered young people, and what they need or want from adults in schools — and their answers were thoughtful, heartbreaking, and inspiring. Their requests are clear: they want to see more diverse perspectives and examples of positive cultural contributions — from their cultures and others — in their classrooms and curriculum. Students want to be seen and understood as they seek to see and understand others.

> **I would like to see more representation in staff.**
> — San Diego County student

When reaching out to different communities for input on the *Equity Blueprint for Action*, multiple perspectives and representatives from each group ranged from community advocates and university professors to current students and family members. We sought to listen to diverse voices within the groups and honor their knowledge and beliefs about educational concerns and best practices for our students.

Included in this document is a synopsis of the main responses from each community across the themes, along with our working definition and problem statement associated with each of the four themes.

San Diego County Enrollment By Race/Ethnicity



Source: Ed-Data and DataQuest

Socially Conscious Leadership

EQUITY THEMES

Socially Conscious Leadership: Equity Themes

Socially Conscious Leadership

Socially conscious leaders serve, inspire, and empower through their own examples. They explore their own intersecting identities, analyze their mindsets, and hone their skills. They seek to create equity-centered, asset-based systems by implementing and sustaining positive changes that benefit those they serve. They focus their efforts on creating equitable access with consistently strong outcomes for all students, paying special attention to the needs of historically marginalized populations.

In order to honor the concerns addressed and to lead through the action points listed in the four themes, we believe that socially conscious leadership development is an important marker for this work. Leadership roles are not limited to a few hierarchical positions in the system. We believe that every adult in the educational system has the ability to be a socially conscious leader within their own situatedness and sphere of influence. It is our responsibility to do so. Likewise, leadership encompasses the need to organize structures across a school system with an asset-based support system in place. It is important to engage site-based leadership teams to fully design and implement a strong multi-tiered system of support for students that is asset-based and data-driven. This system must be co-designed and routinely monitored and evaluated. Stakeholders must be kept informed.

One of the findings from our two-year equity grant from the California Department of Education was the importance of school leaders truly engaging in the work of equity. SDCOE's **final report** states our year two findings include, “Stable leadership creates a focus and drives the staff’s passion for equity work. When staff passions ignite and the work launches, it leads to an upsurge in equity work, iterating between periods of action, feedback, and empowerment. While adults in the system must learn how to create more equitable schools, they need to be able to apply this learning in focused environments that motivate them to do the work. Schools and districts must consider policies and practices that lead to leadership turnover, especially as it applies to equity work occurring in low-performing schools. Nationally, more than half of the school leaders in schools today have led schools for less than a year or leave in less than three years. The constant churn of leadership prevents schools from sustaining a focus on equity and may contribute to persistent achievement and opportunity gaps between students (Finnigan and Daly, 2017). These issues have human and fiscal costs for low-performing schools that cannot be ignored.”

Theme

Asset-Based Systems

> **Teachers have had a huge impact in making me feel more comfortable with who I am by acknowledging and celebrating my cultural differences and ethnicity.** — San Diego County student

THE PROBLEM

A deficit belief model has historically permeated our educational system, disproportionately impacting students of color who are identified as low-income. Teachers' perceptions and expectations of their students have an impact on student success. According to a National Center for Education Statistics study, 10th-grade students whose teachers held high expectations were three times more likely to graduate from college. To address this issue, the system needs to be intentionally designed to interrupt and dismantle inequitable practices and structures and collectively design asset-based systems.

THE DEFINITION

An asset-based system is a model where educators intentionally focus on their mindsets about their students. Educators build on students' languages and cultures, and celebrate the strengths, gifts, and talents students bring to the classroom.

"Asset-based teaching seeks to unlock students' potential by focusing on their talents. Also known as strengths-based teaching, this approach contrasts with the more common deficit-based style of teaching which highlights students' inadequacies" (Association of College and Research Libraries, 2018).

> **If teachers uplifted the joys, inventions, and contributions we've made, it would make a huge difference.**
> — San Diego County student

OPPORTUNITIES TO BUILD ASSET-BASED SYSTEMS

- ✓ Create inclusive school environments that support all children, including those who have been historically marginalized
- ✓ Build cradle-to-career educational programs
- ✓ Increase positive representation
- ✓ Offer, encourage, and provide supports for all students to engage in rigorous coursework (UC "a-g," International Baccalaureate, Advanced Placement)
- ✓ Share power intentionally with parents and communities

ASSET-BASED SYSTEMS

What might this mean? Why is this important to your students?

Community Speaks

AFRICAN AMERICAN

Our children are smart, precocious, curious upon entry into preschool. School systems need to continue to nurture those attributes.

We have contributed to American society in many different and beautiful ways

We have a long history of strength, beauty, and perseverance in our history

Black students are **diverse**

Our children have the capacity to do more than sports or entertainment

AMERICAN INDIAN

There is great diversity among the 150+ tribes of California, including the 18 San Diego tribal communities, in their languages, cultures, histories, and government. Each tribe has a distinct and unique cultural heritage that contributes to modern California.

Our students benefit when educators **value** different learning styles by creating learning experiences that give space for students to demonstrate their knowledge in non-traditional methods (informal conversation, oral presentation, stories, digital storytelling)

Understanding the impact of the boarding school era and loss of indigenous language and cultural identity is important

LATINX

Our preferred name is complex: Latino/a, Latinx, Hispanic, Chicano. Understand the complexities and the reasons why we have certain preferences.

True understanding of our geography. Latinx includes all of the Americas and encompasses cultures, civilizations and history. Our dialects in Spanish and many other things can be different.

Honor our traditions, language, and culture. We believe in ritual and in collectivism. There is strength in our communities.

What might be possible if we dare to dream?
What's our deepest aspiration of what this looks like?

Community Speaks

AFRICAN AMERICAN

Opportunities that help our community thrive

Educators see the gift of each and every one of our children

Representation of our community and children across all layers of the school system hierarchy

Active invitation and recruitment to all college-going/ advanced classes that exist at schools

AMERICAN INDIAN

Include parents and tribes in decision-making policies

Design heritage language programs, including immersion, with our Native languages

Encourage educators to participate in Native American culture professional learning and courses

Allow students to share their cultural knowledge

Include traditional song and dance in physical education

Validation and **respect** for traditional practices (regalia, beading, hair, footwear)

Recognize Indigenous Peoples Day instead of Columbus Day

LATINX

More inclusion: Every Latino (all Latino/nations and cultures) across the Americas

Our **bilingualism** is seen as a true asset

Education systems also provide learning opportunities for parents and community members

a. College
b. High school
c. Vocational/trade school
d. English language classes

Theme

Culturally and Linguistically Responsive Instruction

THE PROBLEM

Our African American, American Indian, and Latinx students have repeatedly shared that they do not feel positively represented in our classrooms and in the curriculum. To address this issue, students have requested more diverse perspectives and examples of positive cultural contributions — from their culture and others. Students want to be seen and understood as they seek to see and understand others. This is often ignored in schools where white students make up the majority of the population; all students should be taught that America is diverse in its ethnic makeup and that the beauty of our country is when different populations can weave together their gifts and assets and contribute positively to who we are.

> **I'm frustrated and tired of learning the same old history lessons … Let's learn the facts; let's learn the truth.**
>
> — San Diego County student

THE DEFINITION

Culturally and linguistically responsive instruction provides a space and structure for teachers to (1) engage in dialogue and dynamic learning with students, (2) explore their own identities, mindsets, and skills (mirror work) as they simultaneously seek to understand and affirm their students' backgrounds, cultures, and languages (window work), and (3) cultivate restorative, student-centered classroom cultures.

OPPORTUNITIES TO BUILD CULTURALLY AND LINGUISTICALLY RESPONSIVE INSTRUCTION

- ✓ **Acknowledge and learn more about individual and structural racism that have historically permeated American public schools**
- ✓ **Empower educators to teach the multi-dimensionality of American history in ways that do not trigger trauma**
- ✓ **Increase understanding of American Indian tribes and tribal culture**
- ✓ **Provide safe spaces to discuss and honor the contributions of all cultures**
- ✓ **Start with joy and highlight the positive contributions of diverse communities**

CULTURALLY AND LINGUISTICALLY RESPONSIVE INSTRUCTION

What might this mean? Why is this important to your students?

Community Speaks

AFRICAN AMERICAN

- Professional learning that fosters understanding of culturally responsive instruction
- Positive representation across all subject areas: Our community members are authors, astronauts, scientists, mathematicians; nurture our children to **dream big** about possibilities

AMERICAN INDIAN

- Display visuals of modern American families, including Native American families
- Integrate place-based learning (land, water, ecological names that are traditions) into multiple content areas
- Provide professional learning so educators have knowledge of **local** indigenous communities and appropriate U.S. history, which is also tribal history
- Include tribal experts in designing celebrations, which can include food, song, and dance

LATINX

- Offer and **promote** the beauty of multilingualism and bilingualism, not just in Advanced Placement Spanish
- Understand that within our community we have a strong relationship with other languages and dialects, and yet many of us have been in the United States for generations and only speak English
- Teach the long, complex history of immigration; honor our ancestors

What might be possible if we dare to dream?
What's our deepest aspiration of what this looks like?

Community Speaks

Theme

Family and Community Voice

THE PROBLEM

Many African American, American Indian, and Latinx families find schools to be indifferent to their concerns, ideas, and presence. They report experiencing racism, bias, and judgmental attitudes in their interactions with school personnel. Likewise, in many educational communities, Black, and Indigenous, and people of color (BIPOC) experience educational disparities in access and opportunities, which directly diminishes their trust in schools and willingness to interact with school personnel. To address this issue, families and communities need to be invited to participate in the educational process (Milner, 2007; Howard and Reynolds, 2008; Reynolds, 2010).

THE DEFINITION

Students thrive when families and community members participate in and contribute to student learning. When students have positive role models who promote their success, students feel more confident, take more challenging courses, and improve academically.

OPPORTUNITIES TO BUILD FAMILY AND COMMUNITY VOICE

- ✓ **Identify and create policies that are supportive of all children**
- ✓ **Recognize and respect the diversity of responsibilities in different families and cultures**
- ✓ **Acknowledge and build in supports for families with adults and older students working multiple jobs or non-traditional hours**
- ✓ **Welcome and intentionally engage families in school systems**
- ✓ **Create safe spaces for listening, healing, and relationship-building, especially for adults and families who may feel misunderstood or have had negative experiences with American institutions**

FAMILY AND COMMUNITY VOICE

What might this mean? Why is this important to your students?

Community Speaks

AFRICAN AMERICAN

Our lineage no longer being ignored or negated by government agencies and school systems

We won't feel alone as we **mobilize** in the community

We will stop lying to our children and bring back our true history to strengthen our community

AMERICAN INDIAN

Seeing their families and tribal leaders involved at school level will **empower** our youth

Create opportunities for positive engagement with native communities

Integrate parent and tribal engagement in the school because Native Americans are communal by nature

Develop a better understanding is what a Native family looks like, as opposed to the concept of a nuclear family, which can be individualistic. A native family has many biological community ties.

LATINX

Our families and community need **opportunities** to understand the American school system; schools should provide sessions for learning

Understand that the community values education and that systems are different

Schools systems need to be prepared to communicate in the languages represented in their community

What might be possible if we dare to dream? What's our deepest aspiration of what this looks like?

Community Speaks

AFRICAN AMERICAN

Community and cultural events focused on our community (not just Juneteenth)

No longer being feared by the majority for the way we look, speak, and act

Being able to better connect to our people in North, Central, South America, and the islands because we have been educated to believe we are all different but we are the same

Seeing our **identities** on forms we fill out, instead of just Black and African American

Eliminate cultural appropriation and the use of offensive language in schools

AMERICAN INDIAN

Parent/community center at all districts

Tribal liaison at each district

Community events that foster family **engagement**

Allowing cultural advocates in the classroom to tell our stories/ culture, past-present-future

Promote and amplify American Indian role models

Allowing family and community voice in the formation of policies

LATINX

Registering "family" in schools (understanding the communal ways in which are children are raised)

Hiring **bilingual** educators with cultural connection to the community

Getting rid of the fear factor

a. Deportation/ immigration status
b. School-to-prison pipeline
c. Negative stereotypes associated with our community

Having more opportunities for workshops and learning

Theme Student Agency and Voice

THE PROBLEM

As students go through the grades, there is a predictable, well-documented downward trajectory in student engagement. According to a 2016 Gallup poll, about three-quarters of 5th-graders — an age at which students are full of joy and enthusiasm for school — report high engagement in school. By middle school, slightly more than half of students report being engaged. By high school, only one-third of students report being engaged. To address this issue, asset-based systems cultivate student agency and voice.

THE DEFINITION

Student agency refers to high-interest, meaningful, student-led learning, including guidance from teachers. Student choice is key to building agency and voice.

> **In order for educators to really value our experience as a Black learner, they have to learn how to value our experience as Black people first.**
>
> — San Diego County student

OPPORTUNITIES TO BUILD STUDENT AGENCY AND VOICE

- ✓ **Create intentional, systemic, and ongoing spaces to listen to students**
- ✓ **Develop and cultivate healthy feedback loops between students and adults that validate student experiences**
- ✓ **Hold high expectations and provide multiple entry points for students to enroll in rigorous coursework (UC/CSU "a-g," International Baccalaureate, and Advanced Placement)**
- ✓ **Ensure the smallest student populations have supports and resources, even if they do not appear on state data for the school or district**
- ✓ **Increase understanding and honor the identities and cultures of students, including youth culture**
- ✓ **Create intentional and ongoing opportunities to connect across different cultures to better recognize and appreciate differences but also connectedness**
- ✓ **Design ongoing, active engagement to study, analyze, and discuss policies and structures (e.g., dress codes and restrictions on cultural regalia, mascots, logos, etc.)**

> **It's not about remembering history; it's about acknowledging it.**
>
> — San Diego County student

STUDENT AGENCY AND VOICE

What might this mean? Why is this important to your students?

Community Speaks

AFRICAN AMERICAN

- Students will be empowered by what they learn in school as opposed to feeling singled out, left out, or demonized
- No longer being viewed as slaves
- Our students are forced to assimilate into white culture and made fun of for not being "Black enough" or being "too white" for being educated
- Seeing ourselves in curriculum from our **perspective**; we need to see ourselves from before the Civil War era because we existed in America way before then

AMERICAN INDIAN

- Native history is accurately depicted and native authors are integrated in textbooks/resources/curriculum
- Provide positive portrayals of Native Americans in the past and present (i.e., doctors, authors, lawyers, athletes)
- Our students are provided the space to process the true and traumatic facts of our history and provided an outlets (verbal and non-verbal) to express emotions/ feelings
- Our youth are not experts in our culture, so please don't expect them to speak on behalf of all tribes; they need guidance from positive role models
- **Current** American Indian imagery that demonstrates contemporary lifestyles of Native American cultures
- Allow for cultural representation in the schools (i.e., boys with long hair or braids, traditional wear at graduation or award assemblies)

LATINX

- Intentional and multiple ways to elicit student voice and agency
- Develop our students' **leadership**, offer them opportunities to practice their leadership before graduation
- Incorporate student leaders in all governing groups and documents associated with schooling: school site council, LCAP, IEPs
- Our students will feel empowered and valued if we included them in our decision-making bodies
- Some students are seen as passive; adults must engage them in positive ways

What might be possible if we dare to dream? What's our deepest aspiration of what this looks like?

Community Speaks

AFRICAN AMERICAN

Student-led organizations

Being able to speak our languages with each other, sharing our cultural **traditions**, field trips focused on our cultural contributions

Curriculum written from multiple perspectives (challenges the dominant narrative)

We identify ourselves how we choose

There are many Black scholars and authors; all of our students would benefit from their knowledge. How are we including diversity in our syllabi?

AMERICAN INDIAN

Connecting with tribal members as primary sources

California Standards-aligned curricular units provided by the tribes

Removal of racist stereotypes and mascots

Tribal liaison at every district regardless of Title VI grant funding

Enacting policies that do not perpetuate stereotypes

Recruit and hire local tribal community members in staff and faculty positions

Be respectful of the physical diversity of American Indians; there is no one look

LATINX

Training our staff to **understand** our students

Empower students/parents by providing opportunities to hear voices

Home visit for positive reasons and for intentional connections

Showcase our students across multiple platforms

Educators have patience toward our children and educate them with love

Equity Blueprint for Action

LCAP TOOL

This blueprint offers overlapping and interconnected entry points for educators to take immediate action in their districts, schools, and classrooms. The first portion highlights the significance of the themes and recommendations from our three communities. We wanted to ensure that the reader would understand the intentional listening and stakeholder engagement that was necessary to create this document. To compliment these recommendations, we have developed an ***Equity Blueprint for Action* website** with resources and specific actions and recommendations specific to each community.

The second portion of this document is an equity tool designed to provide guidance for integrating the recommendations from this document into LCAPs, SPSAs, and classroom unit/lesson plans. We have included all pertinent data available in order to understand the need for changing our practice and also consider baseline county data. As per our stakeholders' requests, strategies have been aligned to LCFF priorities. This will ensure public commitment, funds associated with implementation, monitoring measures, and continued public engagement.

Too often, district and school equity plans do not align with leaders' (administrators, teachers, counselors, and staff members) day-to-day actions. Leadership attrition and transition frequently contribute to this misalignment. To address this issue, district and school communities need to integrate anti-bias policies and practices into their culture and clearly articulate how they will implement asset-based practices in the LCAPs for each school every day.

1 BASIC SERVICES

LCFF resources for this priority include recommendations that: (1) teachers are assigned and fully credentialed, (2) students have access to the standards-aligned instructional materials, and (3) school facilities are maintained.

The charts below provide demographic information about the San Diego County teaching force. Learning from and engaging with diverse teachers supports positive understanding of the many contributions all people make in our society.

San Diego County Teacher Demographics (# of Teachers)

Teachers By Race/Ethnicity	2015-16	2016-17	2017-18	2018-19
American Indian or Alaska Native	96	78	73	80
Asian	800	741	670	678
Black or African American	593	547	518	506
Filipino	542	449	472	461
Hispanic or Latinx	4,336	4,554	4,573	4,550
Native Hawaiian or Pacific Islander	85	71	44	46
None Reported	871	2,091	2,506	2,642
Two or More Races	174	167	193	189
White	17,165	16,706	16,394	15,631
Total	**24,662**	**25,404**	**25,443**	**24,783**

San Diego County Teacher Demographics (% of Teachers)

Teachers By Race/Ethnicity	2015-16	2016-17	2017-18	2018-19
American Indian or Alaska Native	0.3%	0.3%	0.3%	0.3%
Asian	3.2%	2.9%	2.6%	2.7%
Black or African American	2.4%	2.1%	2.0%	2.0%
Filipino	2.1%	1.7%	1.9%	1.9%
Hispanic or Latinx	17.5%	17.9%	18.0%	18.4%
Native Hawaiian or Pacific Islander	0.3%	0.2%	0.2%	0.2%
None Reported	3.5%	8.2%	9.8% 1	0.7%
Two or More Races	0.7%	0.6%	0.8%	0.8%
White	69.6%	65.7%	64.4%	63.1%

Source: Ed-Data and DataQuest

1 BASIC SERVICES

ISSUES OF EQUITY

We must reformulate our concept of "basic services" to mean the things our students require and deserve. That includes, for example, fully credentialed teachers who understand and represent the community. Having access to services is not the same as being engaged in those services with joy and criticality. School facilities should be maintained and be beautiful and worthy of our children.

HIRING AND ASSIGNING FULLY CREDENTIALED TEACHERS

Local educational agencies (LEAs) must address the needs of historically marginalized communities.

- Recruit, hire, and retain highly qualified administrators, teachers, psychologists, counselors, school social workers, certified interpreter/translators, paraeducators, and staff members who are representative of student demographics
- Ensure human resources employees engage in equity work for practices and policies including:
  - Knowledge and experience of working in multicultural settings
  - An asset-based new hire system to support and retain new employees
- Create a mentoring program to support and retain BIPOC teachers
- Partner with local universities on the assignment of student teachers
- Ensure active promotional pathways and supports for BIPOC staff members
- Align employee evaluations to community-designed goals and criteria for socially conscious leadership

ENSURING STUDENTS HAVE ACCESS TO STANDARDS-ALIGNED INSTRUCTIONAL MATERIALS

School systems actively motivate, engage, and teach students to be critical thinkers.

- Implement standards-based instructional materials that are reflective of student populations
- Ensure culturally and linguistically responsive instruction for all students by providing a space and structure for teachers to (1) engage in dialogue and dynamic learning with students; (2) explore their own identities, mindsets, and skills (mirror work) as they simultaneously seek to understand and affirm their students' backgrounds, cultures, and languages (window work); and (3) cultivate restorative, student-centered classroom cultures
- Design for cultural learning modalities (i.e., collectivist versus individualistic)

MAINTAINING SCHOOL FACILITIES

School leaders and LEA administrators should question whether their schools create the environment students deserve and ask themselves if they would send their own children to the school.

- Include beautiful, child-friendly, clean spaces that welcome students and families
- Ensure classroom libraries are open to families and have rich texts that represent the community it serves
- Provide access to all school buildings within walking distance
- Require high standards of cleanliness, including immediate removal of graffiti

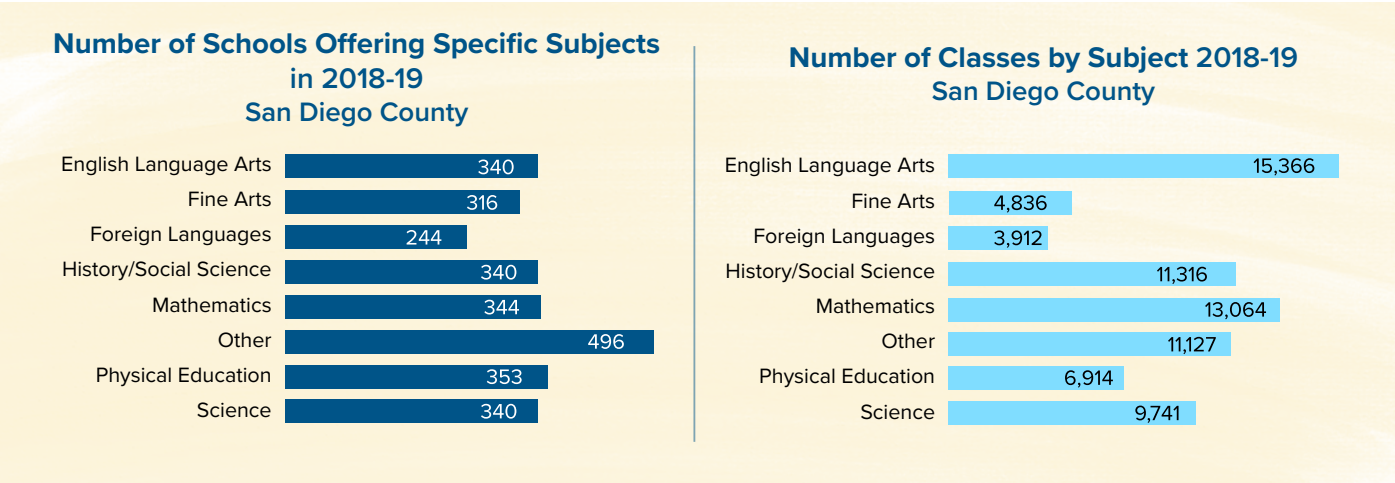
Recruit, hire, and retain highly qualified administrators, teachers, psychologists, counselors, social workers, school nurses, certified interpreter/translators, paraeducators, and staff members who are representative of student demographics. While this suggestion might seem like common practice, we might ask:

- **As student demographics shift, how are we actively recruiting?**
- **As we hire a more diverse workforce, are we open to diverse perspectives and viewpoints?**
- **Are our schools with a primarily white student population also benefiting from diverse leadership?**
- **How are we creating pathways for employee engagement and promotion?**
- **What is our process for welcoming new recruits?**

2 STATE STANDARDS

LCFF resources for this priority include implementation of academic content and performance standards for all students, including students who are English learners.

The charts below identify the number of subjects and classes offered to our students. It shows the many opportunities to offer high-quality curricula and ensure each and every student graduates with a meaningful diploma.



Source: Ed-Data and DataQuest

ISSUES OF EQUITY

School leaders and LEA administrators understand that implementing state standards is a minimum requirement and does not guarantee that students learned the content.

IMPLEMENTING STATE STANDARDS

To engage in dynamic, high-quality implementation of the state standards, educators must understand the community they serve, and teachers must engage in ongoing, equity-centered professional learning grounded in asset-based assessment literacy.

- Understand communities, languages, and learning styles of historically marginalized populations
- Explore and address their own deeply held beliefs about students and high expectations
- Provide sustained, equity-centered professional learning to develop and support culturally proficient educators
- Engage in discourse and dialogue about equity, historical trauma, race, privilege, and bias
- Explore identities, mindsets, and skills in service of meeting diverse students' needs and building student agency and voice (e.g., know ourselves, our students, our systems)
- Ensure adults understand the importance of cross-race/cross-belief dialogue

- Actively increase, recruit, and retain female students to math and science courses
- Engage students in academic content matters
  - Allocate resources to support the goals for instruction and achievement of specific populations
  - Support multilingual/heritage language academic programs and ethnic studies classes and pathways
  - Advocate for diverse curriculum that represents students and communities in a positive light
- School systems must organize themselves to offer an asset-based, data-driven multi-tiered system of support
- Master schedules must offer "a-g"-aligned coursework to all students and provide open access and supports to Advanced Placement (AP) and International Baccalaureate (IB)

STATE STANDARDS 2

Deeper Equity Dive

Understand communities, languages, and learning styles of historically marginalized populations. While this suggestion might seem like common practice, we might ask:

- **Are we keeping up with the changes as communities shift?**
- **How are we building cultural sync and rapport with the community we serve?**
- **Are our walls decorated with positive representations of different cultures and ethnicities?**
- **Do we believe that having an accent is a deficiency?**
- **Are we knowledgeable and aware about how our families share wisdom? How is knowledge shared through oral traditions, rituals, and learning?**
- **Do we tap into the richness of the community and invite them to mentor, model, and tell their stories to our shared children?**

3 FAMILY INVOLVEMENT

LCFF resources for this priority include family engagement in decision-making, promotion of family participation in the education process for all students, and including students with disabilities.

Unlike the other LCFF priorities, there is no standards-based metric for measuring our capacity to engage families.

ISSUES OF EQUITY

Educational research and practice has long lauded the positive effects of strong parental engagement practices. School systems must understand that this is largely their responsibility. Specifically, historically marginalized populations have not been welcomed into our school systems and have been silenced by structures, practices, and policies. Educators need to be proactive in healing that generational pain and truly working collaboratively with parents to gain the trust necessary to do right for our shared children.

ENGAGING FAMILIES IN THE EDUCATION PROCESS

School leaders and LEA administrators understand that actively involving parent and community voices at the leadership table and designing healthy feedback loops are key to high levels of family engagement.

- Design an intentional welcome and intake process
- Integrate diverse voices and perspectives in district committees and advisory groups
- Co-construct (with family) graduation plans for every student
- Develop strong communication systems (beyond progress reports and attendance)
- Support and expand successful outreach programs for parents, intentionally focusing on historically marginalized populations
- Invest in an on-campus space for a parent center staffed with a parent academic liaison and stocked with books, materials, and resources for a family library
- Create parent action teams at each school with training on advocacy for students and their academic, physical, and social-emotional needs
- Invest in parent education programs designed to build strong home-school relations
- Provide networking opportunities across district parent centers
- Use strengths-based language to describe and understand students' families; interrupt and reframe deficit language practices
- Partner with community leaders and organizations
- Partner with community resources to offer wrap-around services on school campuses

FAMILY INVOLVEMENT 2

Deeper Equity Dive

Design a healthy welcome and intake process. While this suggestion might seem like common practice, we might ask:

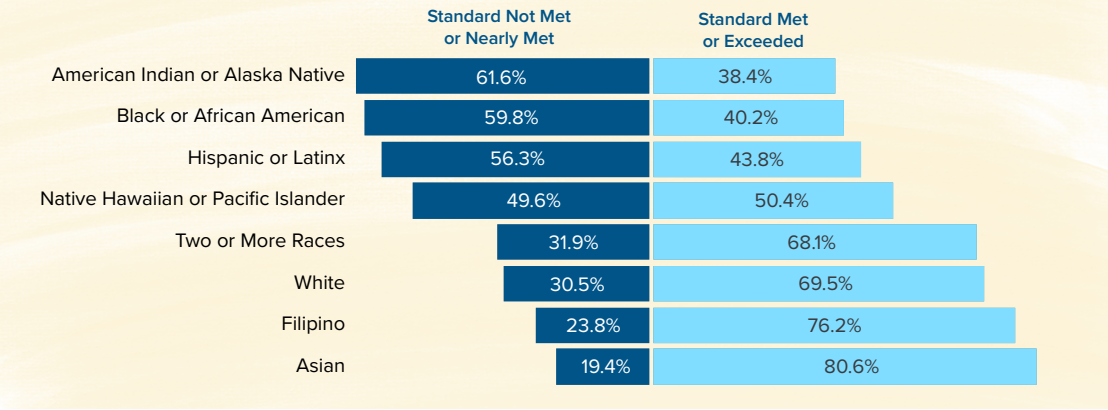
- **Do we have the same definition of "welcome" as the community we serve?**
- **How well do we know the community we are serving?**
- **How are we building cultural sync to welcome communities that have been historically marginalized?**
- **Do we have accurate translations and multiple points of entry for families?**
- **If our families are new to the American public school system, how are we teaching and engaging in service of student achievement?**
- **Does our welcome include care and interest for each individual child?**
- **When a student is enrolling mid-year, are school leaders meeting with families to both understand and provide immediate support and welcome?**
- **Do we have a welcome kit for students in order to make them feel a part of their new school mid-year?**
- **Are we actively creating graduation plans as we welcome new families?**
- **How are we collecting data about our parent engagement?**

STUDENT ACHIEVEMENT

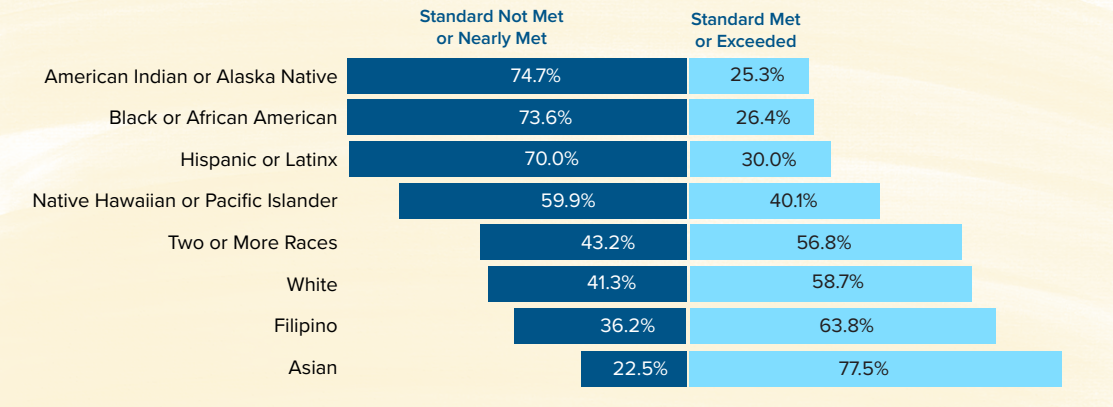
LCFF resources for this priority address test performance, getting college- and career-ready, students who are English learners and reclassified, advanced placement exams, and preparing for college by the Early Assessment Program.

This is the most current academic data available for San Diego County. Based on these statistics, SDCOE has prioritized the Native American, African American, and Latinx communities for engagement in the creation of this blueprint. Community representatives have said and the data show that we must work differently with the groups in order to ensure each and every student is college- and career-ready upon graduation.

2019 California Assessment of Student Performance and Progress (CAASPP): English Language Arts San Diego County



2019 CAASPP: Mathematics San Diego County



Source: Ed-Data and DataQuest

STUDENT ACHIEVEMENT

ISSUES OF EQUITY

Every student should graduate with the ability and opportunity to attend and be successful in a four-year college, but data show us that large, persistent, and complex achievement gaps continue to ripple throughout our K-12 system.

ADDRESSING STUDENT PERFORMANCE

School leaders and LEA administrators understand that aligning multidimensional systems of support to student performance needs to begin with a deep understanding of, and relentless focus on, the needs of historically marginalized populations.

- Conduct an equity audit of support systems
- Co-construct vision and goals related to acceleration of historically marginalized students, address disproportionality of trends and patterns in course and program offerings, offer both academic and social and emotional learning supports
- Allocate resources to support community-informed goals for instructional achievement of specific populations
- Eliminate tracking; offer only "a-g"-aligned coursework and open access to AP and IB with strategic supports such as integrated English language development, as needed
- Ensure your school structures and systems are aligned with the MTSS framework
- Conduct daily classroom observations, evaluating the quality of instructional practices, offering support, and providing teachers with quality feedback
- Actively use data systems to accurately assess student progress and develop appropriate interventions and accelerations
- Establish mentoring programs by partnering with organizations that have been successful in supporting African American, American Indian, and Latinx students
- Invest in support systems that offer interventions and accelerate student learning (e.g., language acquisition and reclassification, AP courses, and college prep)
- Design a cohesive graduation plan for each student, including ongoing monitoring with the student and family
- Construct college prep programs for historically marginalized populations and first-generation college students
- Partner with local universities on the assignment of student teachers
- Develop a strong school-to-career program on each campus, including partnerships with business and organizations, to help students develop career goals based on their interests and strengths
- Partner with local universities and community colleges to develop pathways for intentional collaboration across systems

STUDENT ACHIEVEMENT

Deeper Equity Dive

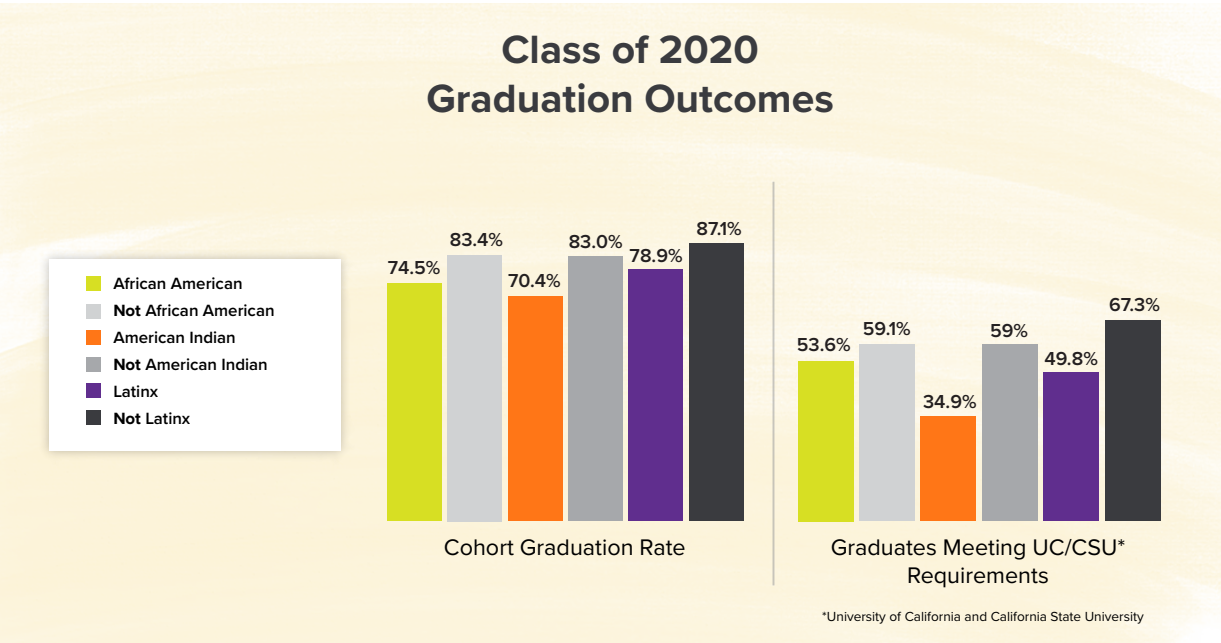
Conduct an equity audit of support systems. While this suggestion might seem like common practice, we might ask:

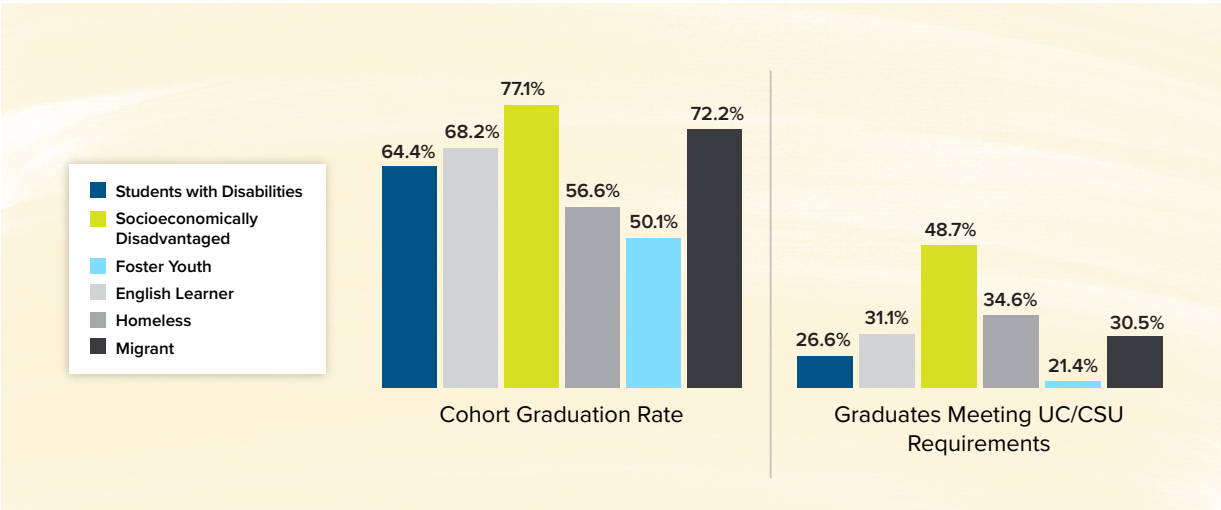
- **What is our shared understanding and definition of support? Do students and teachers feel supported? If so, how?**
- **Does support have multiple entry points for multiple populations?**
- **Does support include acceleration and enrichment?**
- **Is support offered or is it required?**
- **How do multiple support systems communicate? Do we have intentional planning and communication time?**
- **What is our language of support? Are we wielding only positive words that empower young people?**
- **What is our logic model for your support systems? How do we measure both short- and long-term goals?**
- **How are we communicating short- and long-term assessment results with stakeholders?**

5 PUPIL ENGAGEMENT

LCFF Priority 5 addresses school attendance, chronic absenteeism, middle school dropout rates, high school dropout rates, and high school graduation rates.

Our goal is to ensure that each and every student graduates high school college- and career-ready. One indicator of that is the percentage of students who meet the University of California and California State University (UC/CSU) "a-g" requirements upon graduation.





Source: Ed-Data and DataQuest

ISSUES OF EQUITY

Many students have shared that their engagement in learning and schools is largely based upon being seen and being valued. Disengagement and absences occur when a student does not feel seen, heard, or appreciated. Our young people deserve to have adults at school who see their gifts and continuously shine a light on their capacities and beautiful possibilities. For example, restorative justice and practices only work when there is a prior relationship to be restored.

ADDRESSING ATTENDANCE, CHRONIC ABSENTEEISM, AND GRADUATION RATES

School leaders and LEA administrators understand that creating welcoming schools — including an intentional focus on relationships, respect, and school connectedness — is key to student engagement.

- Use data systems to accurately assess student progress and develop appropriate interventions and accelerations
- Develop alternatives to suspensions and expulsions at all schools
- Create a welcome/intake process to co-construct graduation plans, including positive, early monitoring towards graduation
- Include comprehensive support services for students (e.g., offer community-informed cultural connections; align “a-g” high school courses)
- Only offer “a-g” high school coursework aligned with supports
- Provide teachers with professional learning that addresses how to use data to target academic and social needs of students
- Create multiple opportunities for student leadership development and engagement, including at district stakeholder meetings
- Provide opportunities for learning life skills (e.g., study skills, conflict resolution, peer counseling, healthy lifestyles)

Use data systems to accurately assess student progress and develop appropriate interventions and accelerations. While this suggestion might seem like common practice, we might ask:

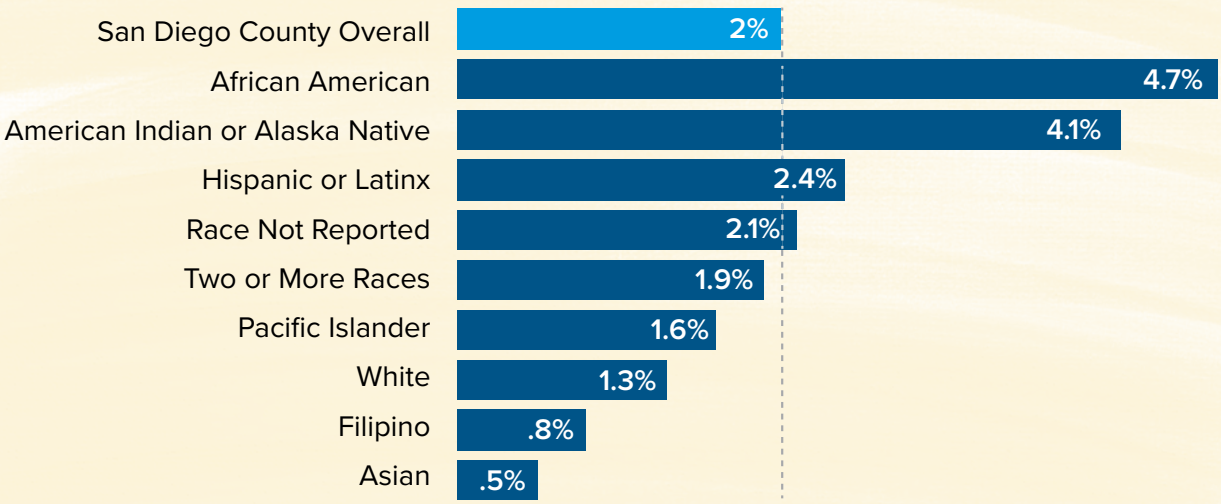
- **Are our data systems dynamic and easily accessible?**
- **How fluent is our entire organization on both formative and summative assessments?**
- **Are students and parents included in the creation of assessments and rubrics?**
- **How is progress communicated?**
- **What triggers interventions and accelerations?**
- **Does an intervention feel like a loss to a student? For example, does a student need to give up an elective in order to be in an intervention?**

SCHOOL CLIMATE

This LCFF priority addresses student suspension rates, expulsion rates, and other local measures, including surveys of students, parents, and teachers on the sense of safety and school connectedness.

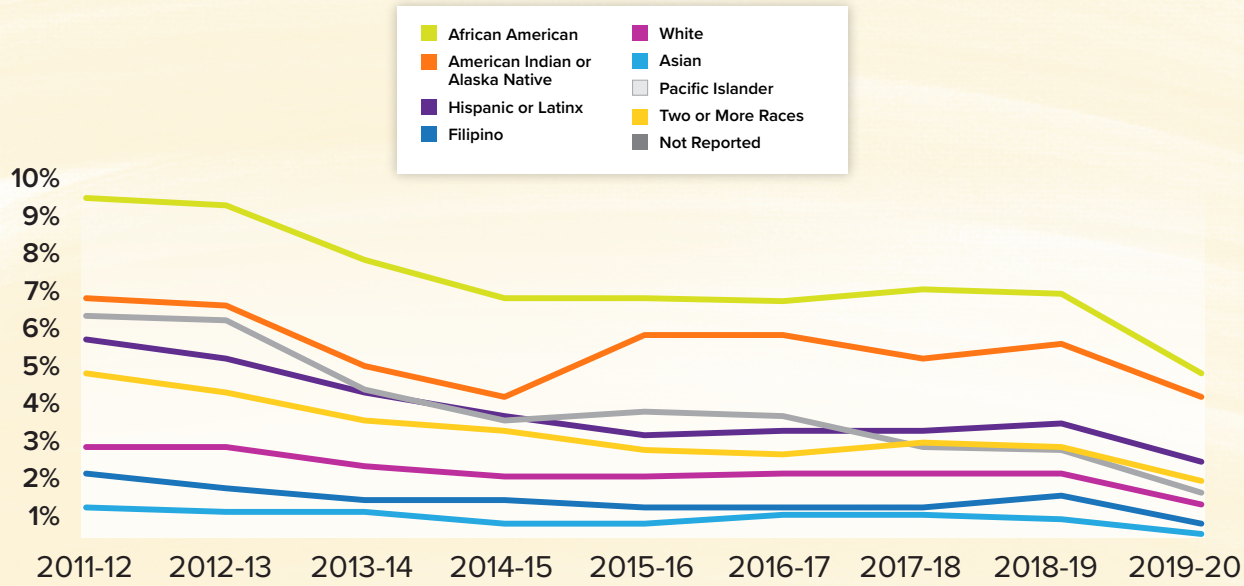
Suspension data speaks to the notion of belonging to a community. Local data show the three communities that co-wrote this blueprint are disproportionately impacted by discipline and behavior policies across our school systems. It is important to reframe our discipline policies with an equity lens on belonging.

2019-20 Suspension Rates by Race/Ethnicity
San Diego County

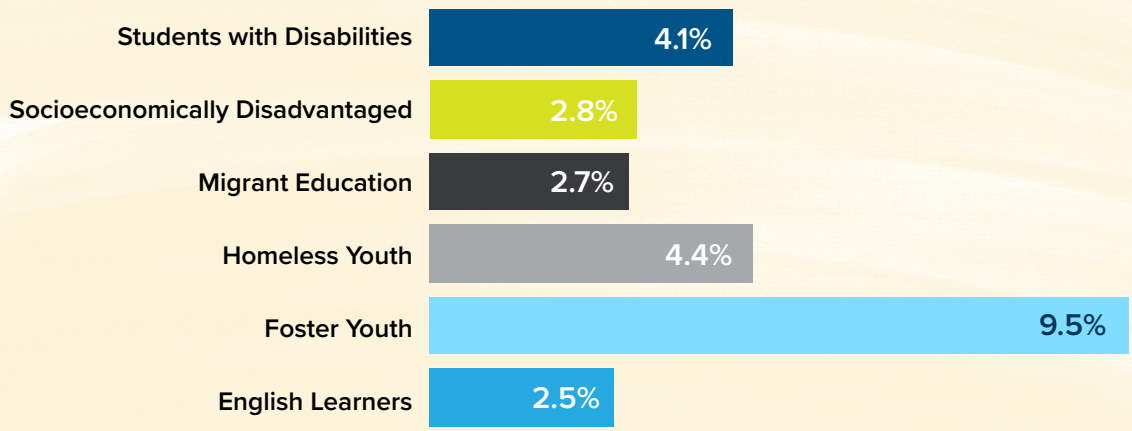


Source: Ed-Data and DataQuest

Suspension Rates by Year
San Diego County



2019-20 Suspension Rates by Program Group
San Diego County



Source: Ed-Data and DataQuest

SCHOOL CLIMATE

ISSUES OF EQUITY

Our BIPOC students are disproportionately affected by suspension and expulsion rates across our educational systems. This disenfranchisement occurs at alarming rates and begins at very young ages. This has a direct impact on other categories related to student achievement. This also has long-term implications for a student's identity formation and ability to see themself as a successful young person.

ADDRESSING STUDENT SUSPENSION AND EXPULSION RATES

School leaders and LEA administrators understand that focusing on relationships, respect, and school connectedness creates community and builds a sense of safety on campus.

- Actively monitor discipline referrals and establish goals that aim to avoid the removal of students from the learning space before suspension or referral
  - Cultivate a restorative culture and discipline practices
  - Hold regular trauma-informed healing circles
- Prioritize strengthening students' and families' connection to school through:
  - Professional learning for school staff members on cultural proficiency, cultural identity, bias, and empathy
  - Active learning about the community you serve; partner with community groups to understand contributions from populations
  - Hold collaborative discussions with staff members on issues of race relations and effective instructional practices for historically marginalized students
- Create an equity-based safety plan that includes restorative circles and a focus on building and strengthening relationships among community organizations such as law enforcement agencies and school community members
  - Provide social services on the school grounds as part of wraparound services available to better serve students and their families
- Create an equity-based school climate plan, including goals, monitoring, support, and celebrations
- Construct academic environments that nurture scholarly behavior (taught explicitly in a positive way and ensuring excellent teaching is the norm)
- Invest in mentoring programs
- Provide motivational assemblies for students
- Use strengths-based language to understand and describe students and families; interrupt and reframe deficit language practices
- Create safe, welcoming spaces for families and community members to share their stories and develop solutions to improve student outcomes

SCHOOL CLIMATE

Deeper Equity Dive

Actively monitor discipline referrals and establish goals that aim to avoid the removal of students from the learning space before suspension or referral. While this suggestion might seem like common practice, we might ask:

- **Does monitoring discipline mean more than keeping track of referrals? What are the trends and patterns across locations and times of day?**
- **Are our goals more than numbers? Are goals driven by having fewer behavioral referrals or higher levels of joy and belonging?**
- **Is every staff member knowledgeable and using multiple discipline interventions rather than removing students from learning spaces?**
- **What spaces are we creating to understand the reasons for the behavior? Do we have the ability to support therapeutic or mental health services?**
- **How are we leveraging community resources for mentorship opportunities for students?**

7 COURSE ACCESS

The LCFF priority addresses a course of study where programs and services are developed and provided to students learning English as a second language, students with special needs, youth in foster care, and individuals with exceptional needs.

The charts on page 34 highlight the need for access to rigorous courses for students with disabilities, foster youth, students who are English learners, students identified as homeless, low-income, and migrant youth. The data show we can work differently with these groups to ensure every student graduates college- and career-ready.

ISSUES OF EQUITY

All students must be recognized and viewed with an asset-based lens. Certain student groups have been identified and given a label that triggers low expectations in the minds of many educators. Systems of support are not closely woven into the fabric of general education, and some educators fall prey to the soft bigotry of low expectations.

ADDRESSING A COURSE OF STUDY

School leaders and LEA administrators understand that addressing a course of study includes creating community-informed guiding documents and supports to ensure best practice. Districts need to organize their structures, processes, and practices to support all learners, with special attention to the needs of our most vulnerable students.

- Ensure that all master schedule coursework is “a-g”-approved
- Eliminate tracking and placement in non-“a-g” coursework due to perceived student capacity
- Provide open access to AP and IB programs
- Implement an MTSS framework to ensure students get the support they need, when they need it, and how they need it

USING DATA TO SUPPORT STUDENTS

Districts need to analyze their data on the following student populations:

- Students learning English as a second language
  - Engage in implementation of the English Learner Roadmap
  - Establish strengths-based belief system (multilingual versus English learner)
  - Conduct ongoing monitoring of language acquisition and reclassification rates
  - Ensure designated and integrated English language development is taking place daily
- Students with Special/Exceptional Needs
  - Ensure accurate understanding of IEP goals and outcomes
  - Establish positive and ongoing communication with families
  - Ensure general education and special education staff members have time to collaborate
  - Ensure leaders are knowledgeable about students’ engagement when conducting classroom observations

- Youth in Foster Care
  - Ensure accurate understanding of foster youth education rights
  - Ensure leaders are knowledgeable about best practices for screening and enrolling youth in foster care
  - Provide professional learning on trauma-responsive care

COURSE 7 ACCESS | Deeper Equity Dive

Educators must work to truly understand labels. While this suggestion might seem like common practice, we might ask:

- **Have we explored, as a collective, how certain labels amplify the mindset we have about a student's capacity?**
- **Are our supports organized in order to amplify, accelerate, and integrate students into our whole group setting?**
- **Are our supports taking students away from the classroom?**
- **When students have multiple educators assigned to their support, how healthy is the communication and collaboration? Is there intentional time to plan and discuss?**
- **As school leaders conduct walkthroughs, do they know their children well enough to ensure students are being given the supports they need in real time?**

STUDENT OUTCOMES

This LCFF priority addresses other indicators of student performance in required areas of study.

ISSUES OF EQUITY

As shown in previous charts, school systems are not providing the learning conditions for success of historically marginalized communities.

ADDRESSING OTHER INDICATORS OF STUDENT PERFORMANCE

School leaders and LEA administrators understand that addressing other indicators of student performance necessitates that we:

- Understand the complexity of historically marginalized student groups (Latinx, African American, American Indian), including their histories, cultures, and linguistic features
- Understand socio-cultural intersectionality student groups (Latinx, African American, American Indian), including gender diversity and the need to tailor support accordingly
- Understand and implement community-informed best practices
- Support and implement multilingual/heritage language academic programs and ethnic studies
- Partner with community leaders and organizations to create and curate curriculum
- Provide all communication in the languages of the community
- Diversify the languages used to assess academic mastery and credits (e.g., analyze native country transcripts to demonstrate mastery)
- Provide quality language programs (multilingual/heritage/dual language)
- Ensure access to quality designated and integrated English language development
- Provide outreach to parents, particularly those new to navigating U.S. public school systems
- Provide cross-age tutoring for students who speak the same language
- Establish multilingual career technical education courses and pathways (e.g., a translator/interpreter certification pathway through community college partnerships so students can graduate with certificate that will guarantee employment)
- Incorporate international student visitor/school exchange programs, especially with/from areas where the languages of multilingual students are represented.
- Invest in professional learning for all educators (e.g., identity, mindset, and skills)

STUDENT OUTCOMES | Deeper Equity Dive

These recommendations were provided by community representatives involved in SDCOE's advisory committees.

AFRICAN AMERICAN

- Create an African American/African student achievement task force
- Understand the complexity of the typologies (African, African American, Black, Caribbean, English learner) among African American students, including their histories, cultures, and languages
- Monitor California Interscholastic Federation (CIF) policies and support African American student athletes by ensuring academic achievement
- Align district equity plan and professional learning to the California African American Roadmap (currently in development)
- Support and celebrate Black student excellence
- Partner with educational organizations that focus on African American students (e.g., Association of African American Educators, historically Black colleges and universities)
- Integrate the AAAE Blueprint
- Invest in understanding the adultification of Black girls and the criminalization of Black boys and actively interrupt these practices; partner with Black scholars and experts

AMERICAN INDIAN

- Create an American Indian student achievement task force
- Understand the complexity of the typologies (assimilated, reservation, urban) among American Indian students, including their histories, cultures, and languages
- Align district equity plan and professional learning to the California Indian Education for All's Seven Essential Understandings:
  1. Great diversity among tribes
  2. Diversity among identity
  3. Native traditional beliefs persist into modern life
  4. Policies that affected and continue to affect tribes
  5. Reservations
  6. History from a California Indian perspective
  7. Tribes have sovereign powers
- Practice land acknowledgements
- Choose culturally appropriate books and materials
- Support and celebrate American Indian excellence in a community-responsive way
- Partner with tribal educational entities
- Integrate the professional learning supports and curriculum resources from California Indian Education for All
- Invite local tribal education centers to lead professional learning/guidance and lead student lessons
- Integrate The 6Ps: California Indian Education Curriculum Practices

LATINX

- Create a Latinx student achievement task force
- Understand the complexity of the typologies (English learner, English only, hyphen American, recent immigrant, migrant, transnational) among Latinx students, including their histories, cultures, and languages
- Align district equity plan and professional learning to California English Learner Roadmap
- Support and celebrate Latinx excellence and multilingualism through avenues such as the State Seal of Biliteracy/Pathway Awards
- Provide translated versions of all communication from the school in the community's languages
- Partner with organizations that provide legal services for students who are undocumented or recipients of the Deferred Action for Childhood Arrivals program
- Actively partner with educational organizations from Latinx countries (e.g. trans-border students with Mexican Consulate, Baja California)
- Integrate findings from 2020 San Diego County Latinx Education Summit

SDCOE Equity Department

SUPPORTS

SDCOE Equity Department Supports

The SDCOE Equity department is here to aid and support district, school, and classroom implementation of best practices in service of our students. Below is an overview of SDCOE equity offerings. We invite you to visit our **website** and **sign up for our newsletter** to stay up to date with our offerings.

Asset-Based Systems	Multi-Tiered System of Support SDCOE Equity Model Learning Series: At Promise and Pushed Out
Socially Conscious Leaders	Allyship to Accomplice Network Equity Coaching Leadership for Equity
Culturally and Linguistically Responsive Instructional Practices	American Indian Education for All Project Ethnic Studies/Social Justice Collaborative Multilingual Education and Global Achievement WRITE Initiative **Learning Series** • #DiversifyYourSyllabi • Leveraging SEL for Improved Academic Outcomes • Using an Abolitionist Approach
Family and Community Voice	African American Advisory Committee American Indian Advisory Committee (in development) Latinx Advisory Committee LGBTQIA+ Advisory Committee
Student Agency and Voice	Student Experience Panels (playlist of recorded panels)

Acknowledgements

We would like to express our sincere gratitude to the people who took time to contribute to the SDCOE Equity Blueprint for Action. Their passion for educational equity is lighting the way forward for this work.

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Maria Cordero	Valley Center Pauma Unified School District
Griselda Delgado	Sweetwater Union High School District
Ramón Espinal	San Diego Unified School District
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Dr. Mark Jeffers	Grossmont Union High School District
Kristin Kramer	Escondido Union High School District
Dr. Richard Lawrence	Oceanside Unified School District
Francisco Mata	San Ysidro School District
Dr. Vernon Moore	Sweetwater Union High School District
Carlos Ramirez Reyes	San Diego Unified School District
Rachel Thomas	Charter School of San Diego
Dr. Jose Manuel Villarreal	Epiphany Prep Charter
Dr. Julie Vitale	Oceanside Unified School District
Ebonee Weathers	San Diego Unified School District
Christine Wooding	La Mesa-Spring Valley School District

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Dr. Griselda Palma	San Diego State University
Dr. Joely Proudfit	CSU San Marcos
Dr. Reyes Quezada	University of San Diego
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Mary Waldron	San Diego State University
COMMUNITY ORGANIZATIONS	
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Anne Barron	NAACP
Brenda Bequette	Southern California Tribal Chairmen's Association Pala Tribal Temporary Assistance for Needy Families
Shanna Bojorquez	Pauma Band of Indians

COMMUNITY ORGANIZATIONS *(cont.)*	
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Dr. John Browne	Association of African American Educators
Kayla Calderon	Metropolitan Area Advisory Committee (MAAC) San Diego
LaShae Collins	Association of African American Educators
José Cruz	Literacy San Diego
Ana Maria Flores	Movimiento Estudiantil Chicano de Aztlán
Karin Giron	Southern California Tribal Chairmen's Association Pala Tribal Temporary Assistance for Needy Families
Rafiqa Hawkins	Southern California Tribal Chairmen's Association Pala Tribal Temporary Assistance for Needy Families
Brittany McKnight	NAACP
Aurora Murillo-Clark	Parent Advocate
Nicole Myers Lim, J.D.	California Indian Museum & Cultural Center and California Indian Education for All
Dr. Isidro Ortiz	Latino Coalition for Education
Dr. Joely Proudfit, Ph.D.	CSU San Marcos and California Indian Education for All
Roberto Rivas	Encuentros Leadership
Esmeralda Salcedo	Rincon Ed. Center
Rosalía Salinas	Latino Coalition for Education
Cheryl Sueing-Jones	San Diego County District Attorney

OTHER REPRESENTATIVES

Wendell Bass; Dan Buell, Apoyo Consulting; Denise Davis; Herb Delute; Guillermo Gomez; Ramon Leyba; Robyn Logan; Adrienne Macklin; Debra Maxie, California Student Aid Commission; Troy Owens; Joe Smith; Travis Smith

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