

# San Jose USD

## Administrative Regulation

### Equity

AR 0210

#### Philosophy, Goals, Objectives and Comprehensive Plans

##### Measurable Outcomes

To eliminate the academic achievement gap in SJUSD, as well as other indicators of students and staff social, emotional and professional well being and development, targeted approaches toward equity of opportunity, equity of access to all programs, professional development, and aligning resources to these goals include the following outcomes:

1. Curriculum:
  - a. All student groups achieve at the proficient or advanced levels on State mandated tests;
  - b. All student groups have an opportunity to complete the University of California A-G course sequence;
  - c. ALL students must be provided rigorous opportunities and result-driven intervention strategies to ensure that:
    - (1) Student enrollment in Special Education reflects the District demographics, with the goal of overall reduction;
    - (2) Student enrollment in Accelerated, Honors Advanced Placement (AP), International Baccalaureate, Algebra HE in Middle School reflects the site demographics;
    - (3) All English Learners (EL) demonstrate progress toward proficiency in English and reach high academic standards;
  - d. Graduation rates reflect student cohort retention from the 9th to the 12th grade;
  - e. Develops and implements a process for identifying and tracking non- graduating seniors. Creates process for recovering non-grads;
  - f. CAHSEE pass rates for significant student groups equal or exceed the District pass rate with the goal of overall increased pass rates for All students; and
  - g. Suspensions, expulsions, and discipline referrals for students in significant sub groups will not exceed the District demographics, with the goal of overall reduction.

2. Professional Growth:

Research (Ladson-Billings, 1992) supports the effectiveness of culturally relevant pedagogy as a targeted instructional approach for improving the academic achievement of all significant student groups, with targeted focus for Latino, African American and linguistically diverse students. Staff Development training emphasizes the strengths of ethnic and linguistic diverse students demonstrating a theoretical framework with instructional techniques and strategies that reflect those strengths and learning styles.

Accordingly, the District will provide:

- a. Sustained, ongoing, Staff Development aligned with the District Strategic Plan.
- b. Professional growth inservices offered by the District and/or by other organizations/agencies related to the instruction of ethnic and linguistically diverse students attended by administrators, teachers and other academic support staff.
- c. Professional growth opportunities related to providing all students access to rigorous, culturally connected, standards-based curriculum to include but not limited to differentiation, GATE, A-G college prep course sequence, alternative education and career technical pathways. Attended by administrators, teachers,

and other academic support staff.

d. Opportunities for coaching and collaboration are provided to enhance ongoing, sustained Professional Development.

3. Parent/Guardian/Community Involvement:

The District will maximize academic achievement among all significant student groups through parent/guardian and community outreach; will include parents and guardians in the decision-making, implementation, and program evaluation processes; and will promote and develop continued parent/guardian and community involvement.

Efforts include, but not limited to:

a. Community Conversations,

b. Principal Coffees,

c. Parent Advisory Councils such as Voluntary Integration Plan (VIP) Standing Advisory Committee, District English Learner Advisory Committee (DELAC), Community Advisory Committee for Special Education (CACSE), Budget Advisory Committee (BAC), District Advisory Committee (DAC), School Site Council (SSC), School English Learner Advisory Committee (SELAC), Parent Teacher Student Associations, and other District and school site committees,

d. Published and translated correspondence,

e. Collaboration with other agencies, etc.

4. Evaluation and Accountability:

The District will establish processes to monitor and evaluate program effectiveness and student achievement accompanies all targeted instructional approaches and programs. The effectiveness of the program includes State mandated assessments, District Benchmarks, formative assessments and, but not limited to the following effective measures:

a. District's Strategic Plan,

b. Local Education Agency (LEA) plan

c. School Plans for Student Achievement (SPSA)

d. Voluntary Integration Plan

e. Climate Survey

f. WASC Action Plan

g. Administrative Evaluations

h. Discipline records

i. Attendance

j. Parent/Guardian feedback of student performance

5. District Accountability:

The District will continue to:

a. Implement an internal accountability system in which student achievement is monitored annually in accordance with Strategic Goals and objectives.

b. Take appropriate actions to maintain the effectiveness of programs and to improve and/or maintain the quality of education that all significant student groups receive.

- c. Remain committed to the provision of culturally relevant pedagogy even in the event that ALL students achieve at the proficient and advanced levels and continue to make improvements on State assessments.
  - d. Ensure that standards-aligned content and assessment are at the core of our curriculum and instruction.
6. Fiscal Alignment & Stability:

The District shall utilize appropriately all general, categorical and grant funds to support the achievement of ALL students and align to the Strategic Plan. The District will ensure that all program outcomes are measured which may result in adjustments to or modifications of the program and/or the elements of funding. Existing funds, includes but not limited to:

- a. Federal Funding (Title I, II, III, etc)
- b. State Funding (Economic Impact Aid, Targeted Instructional Improvement Grant (TIIG), Comprehensive Plan for School Support (ComPSS)
- c. Grants (Magnet, School Improvement Grant, etc)

7. Relationships:

Recognizes the need to foster positive relationships with all staff, students, parent and community stakeholders. Diversity is a recognized asset used to provide quality education and build bridges between school, family and community. Employees facilitate open, honest, blame-free discussions to eliminate barriers to improve learning for ALL students. The District supports employee recognition activities.

8. Support Structures:

The District develops a cohesive, comprehensive and focused effort for supporting students with the most needs requires funding the District's priorities and providing the structures, data, interventions and time needed for ALL students to reach a minimum level of proficiency in all academic areas. The District will identify resources and methods to access preschool, health care, safety, and stable housing. The District will monitor the school, neighborhood and city climate to support student achievement.

The District recognizes the need to support students with the most effective instructional and behavioral practices and interventions possible.

The District optimizes the capacity of schools to address school-wide, classroom, and individual student behaviors by developing working polices, structures, and routines emphasizing the identifications, adoption, and sustained use of research-validated practices.

The District is committed to supporting employees through staff development, employee wellness, and employee recognition programs.

9. Employment Practices:

Employment practices remove barriers that prevent fair and equitable hiring, promotion, and training opportunities for everyone, at every level within the workplace.

The District Equity Core principles ensures that:

- a. Vacancies are advertised widely, internally within the organization as well as through outreach to targeted groups.
- b. Recruitment, interview, selection, training, and promotion practices and procedures are non discriminatory.
- c. The District will recruit, hire, support and develop staff who are most qualified to help students achieve standards, exceed job level performance outcomes and reflect the community served.
- d. The most qualified staff is assigned to serve the students most in need.