



2022-2025

TRUSD Strategic Equity Plan

INTRODUCTION

A focus on equity is key in addressing access and achievement gaps for those who are part of an educational system. Each member of a school community (students, staff, and families) are an integral part of the overall success of the institution. Twin Rivers Unified School District serves a diverse community. As such, the Governing Board and District leadership recognize that there are a plethora of unique needs, approaches, and services that are needed to ensure a positive educational experience for each student. Twin Rivers Unified School District has continuously sought ways to ensure access and equity through the review and revision of existing systems and structures. TRUSD utilizes a system thinking approach to ensure a strategic focus on decision-making and program implementation.

In the Spring of 2021, TRUSD moved to approve the development of an Equity Department as they sought to continue to build access and inclusivity for all students, families, and staff and families. The district remains firm in its belief that Equity work is in no way limited to one specific department and that each department and site will continue to implement and grow practices, systems, programs, and approaches that build an equity-focused culture.

TRUSD has and will continue to strive to ensure that decisions, policies, practices, and structures within the learning system are student-centered, culturally responsive and that they ensure equity, access, supports, and resources for all students, based on their unique needs and interests. This strategic equity plan will work to continue to support the district's mission and vision. TRUSD Vision: An unwavering focus on powerful and engaging learning experiences that prepare students for college, career and life success TRUSD Mission: To inspire each student to extraordinary achievement every day. This strategic equity plan is meant to align with and support the existing strategic framework revised in 2017.



TASKFORCE DEVELOPMENT



In September 2021 a taskforce was developed. All parents/guardians, staff, and students received invitations to participate along with various community partners. The taskforce was broken down into focus groups with each group having a specific focus on one of the following identified priority areas. The taskforce is up of parents/guardians, district staff from a variety of positions and sites, students, and community members. The taskforce met eight times between September 2021 and February 2022.

Throughout the course of the eight meetings, taskforce members reviewed data and district systems, identified equity gaps and leverage areas, drafted goals, reviewed and approved the draft plans. Each taskforce member was assigned to a smaller group that focused on one of the six identified priority areas based on their choice. In addition to the input of the equity taskforce, students from the Superintendent's Youth Cabinet also provided input.

MEETING #1
09/28/21

MEETING #3
10/19/21

MEETING #5
12/07/21

MEETING #7
02/08/22

MEETING #2
10/12/21

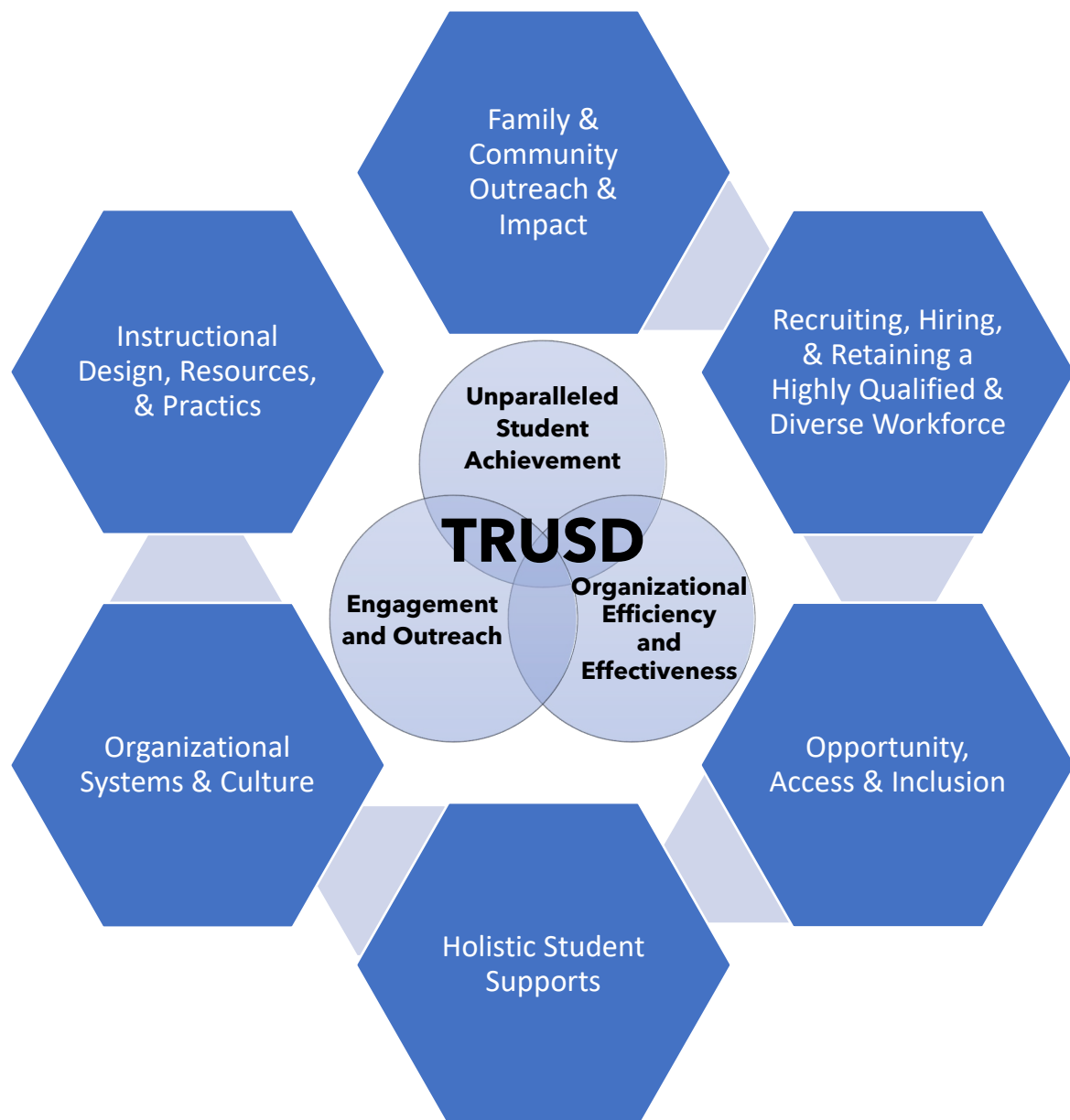
MEETING #4
11/09/21

MEETING #6
01/18/22

MEETING #8
02/22/22

PRIORITY AREAS

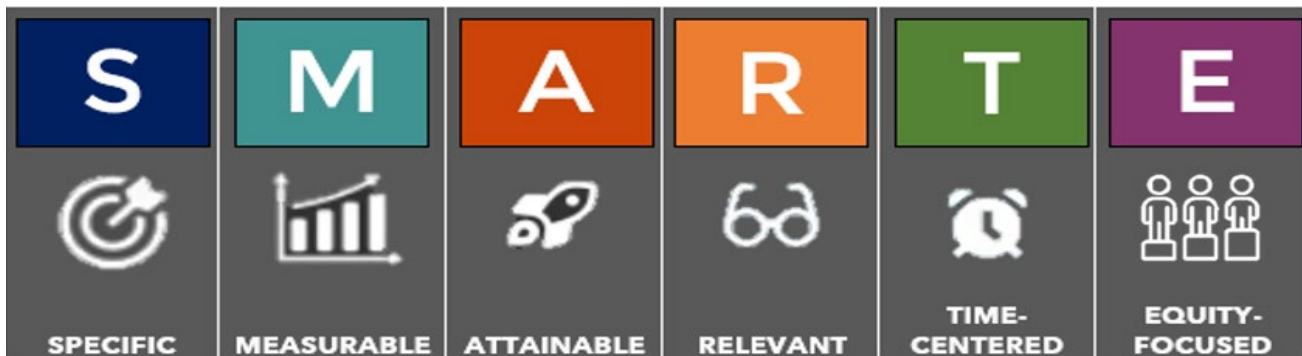
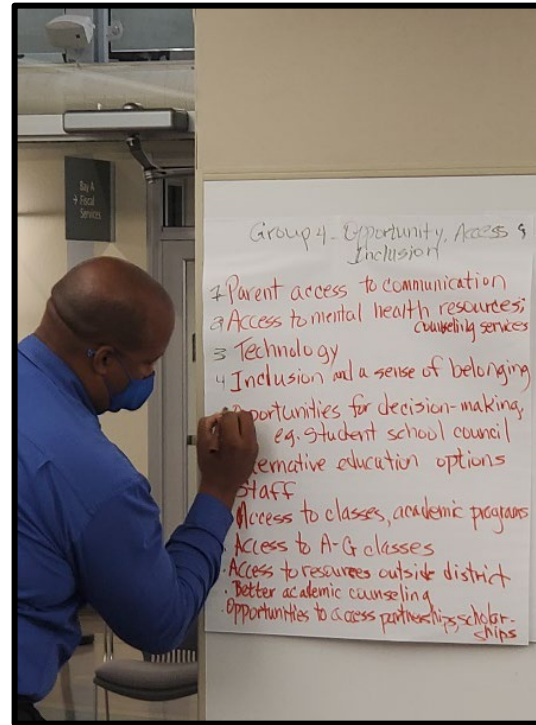
Six Priority areas of focus were identified. As the taskforce was developed members had the opportunity to identify priority areas of interest and work with collaborative teams to focus on topics specific to those priority areas. Within each priority area, taskforce members explored relevant data, identified areas of potential need. Members within each priority area focus group also explored programs and focus surrounding those topics as they worked to identify focuses for goal development



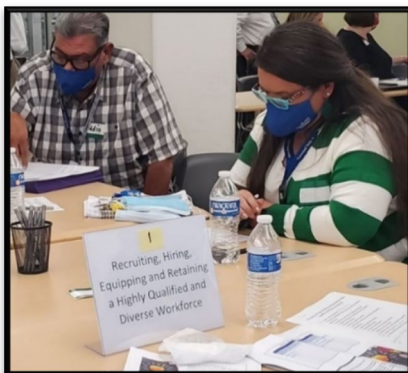
GOALS

The twelve goals identified in this plan were developed by taskforce members. Each priority area has two identified goals. Members of the team examined relevant data and information to determine areas of need prior to goal development.

Taskforce members utilized a SMARTER goal rubric when developing the goals. After developing the goals, the taskforce examined each goal to identify if it was specific, measurable, attainable, relevant, time-centered, and equity-focused. After review and revision by the taskforce, the goals were shared with other key stakeholders before being presented to the District's Instructional Leadership Teams and Executive Cabinet.



EXPLANATION OF EQUITY GAP



For each goal, an explanation of an equity gap has been added. Where possible, baseline data was included to provide context surrounding the purpose and significance of the proposed goals. The explanation of the equity gap helps highlight key components of the areas of focus that were identified that led to the development of each goal.

IMPLEMENTATION GOALS

The Strategic Equity Plan outlines a three-year implementation cycle. The implementation goals outlined in this plan are provided as Key Performance Indicators to monitor goal implementation and progress. They will be monitored and reported to key stakeholders on a regular basis.

Implementation goals were developed by members of the Equity Taskforce. Additional input was gathered from other key stakeholders and reviewed by the district's Instructional Leadership Team and Executive Cabinet.

KPI

KEY PERFORMANCE INDICATOR



PROPOSED RECOMMENDATIONS

Once goals had been created by the Equity Taskforce, members of the team provided input on expected outcomes. Based on their input, proposed recommendations were drafted and reviewed by members of the Instructional Leadership Team. These proposed recommendations will be provided

to implementations teams as we move into plan implementation during the 2022-23 school year. As teams facilitate their work over the next three years, they will determine which proposed recommendations will be focused on as they work toward meeting the implementation goals.



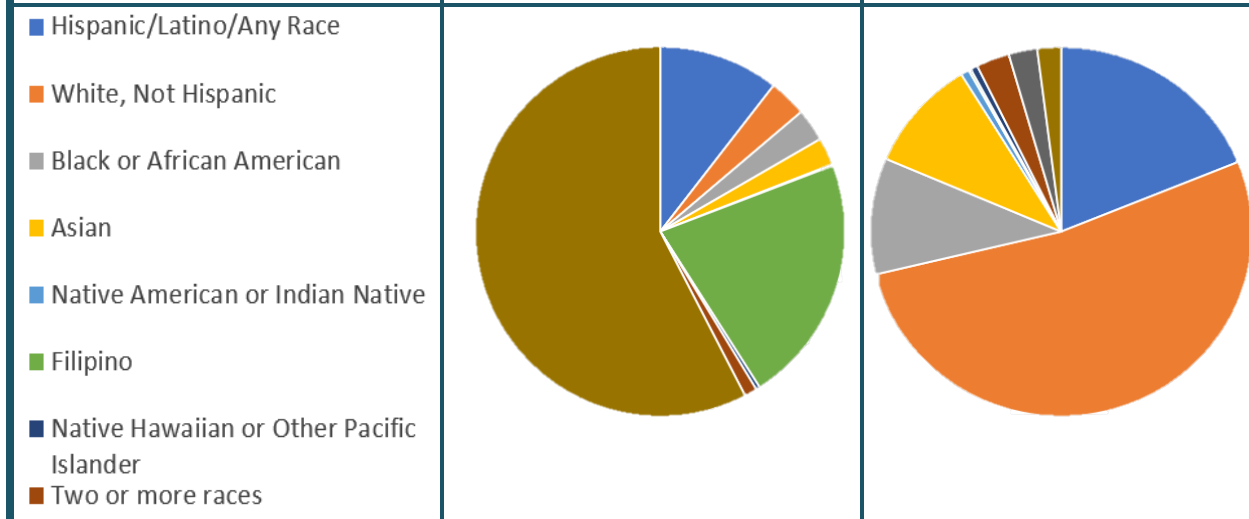
“Diversify employee demographics by increasing the number of qualified new hires of underrepresented employee groups across job classifications including management.”

Explanation of Equity Gap

TRUSD represents a diverse student population. TRUSD employees are categorized as classified, certificated, and management staff. TRUSD student and staff demographics areas as shown below as baseline data.

Gender	Students	Staff
Male	14,325	820
Female	13,104	2,199
Students: Non-Binary	41	12
Staff: Other/Declined to State	13	

Ethnicity	Students	Staff
Hispanic/Latino/Any Race	47.8%	18.7%
White, Not Hispanic	15%	52%
Black or African American	13%	10.1%
Asian	11%	9.7%
Native American or Indian Native	0.5%	0.7%
Filipino	0.99	0.2%
Native Hawaiian or Other Pacific Islander	1.58%	0.6%
Two or more races	5%	2.8%
Unknown		2.4%
Intentionally Left Blank	2.62%	2.0%



Implementation Goals

- *During the 2022-2023 school year the district will create systems for data collection to identify diversity baselines.*
- *Beginning with the 2023-2024 and continuing through the 2024-2025 school year address equity gaps based on collected data to increase the diversity of qualified new hires.*

Proposed Recommendations

- Identify and implement a recruitment marketing plan that will increase partnerships with diverse and non-traditional media outlets such as social media, multilingual TV outlets, billboards, and businesses to expand the diversity of applicable candidates.
- Establish a committee to review and revise existing hiring processes, practices, and structures to identify barriers to a diversely qualified applicant pool.
- Identify existing systems of Human Resources data collection and revise or add systems to collect data to identify goal success.
- Utilize the TRUSD adult education program to provide content courses that prepare potential candidates to meet the job posting requirements.

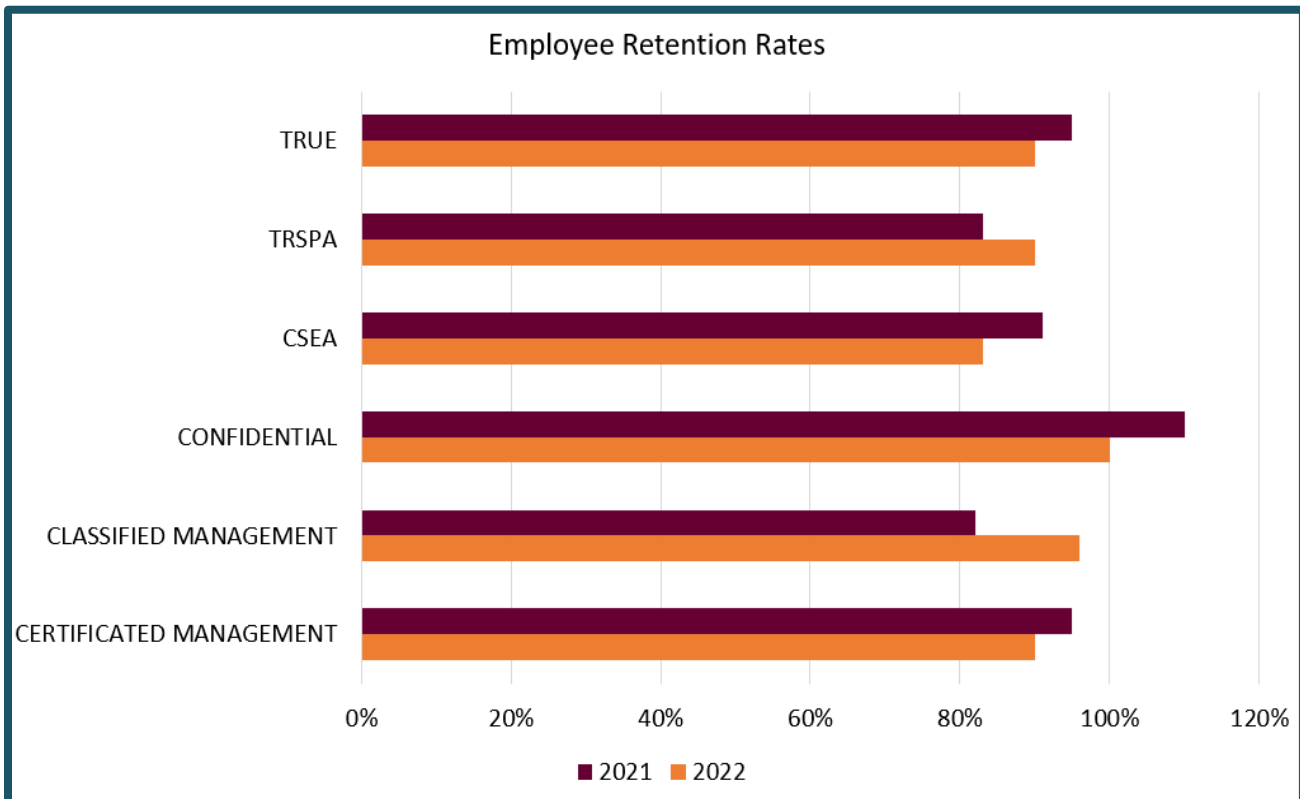


“Retaining staff who are well qualified, diverse, culturally responsive, and reflective of the student communities they serve.”

Explanation of Equity Gap

Twin Rivers currently has a workforce of 3,029. Twin Rivers staff community is made up of classified and certificated staff. The district has worked toward ensuring a high level of retention. During the 2020-2021 schoolyear the district saw the following retention trends:

Employment Trend	Classified	Certificated	All
Change in Assignment	20	7	27
Changes in Classification	8	0	8
Promotion	61	11	72
Reclassification	2	0	2
Resignation	217	35	252
Retirement	57	10	67
Termination	4	9	4



Implementation Goals

- *TRUSD will work toward annual increases in the staff retention rate to meet and maintain 95% staff retention and ensure proportionality amongst employee groups by 3% annually.*

Proposed Recommendations

- Provide bi-annual staff surveys that provide input and feedback on the work environment and culture.
- Provide employee-driven training that helps build skills that lead to promotional opportunities.
- Provide additional in-house only opportunities.
- Provide site administration and department leadership with training that supports the building of a collaborative, positive working environment.
- Create systems for data collection to identify retention.
- Create and promote pathways for advancement, continuing credit opportunities, and teacher credentialing.



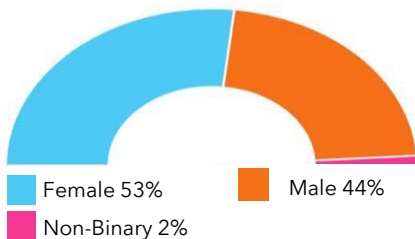
“Develop and implement a framework for a site-based Integrated student support team that proactively identifies, and addresses student needs to ensure academic, physical, social-emotional, and cultural equity gaps are proactively addressed.”

Explanation of Equity Gap

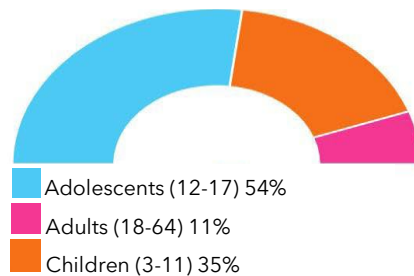
TRUSD serves approximately 24,000 students. School sites throughout the district have a variety of programs and staff members who are dedicated to meeting the needs of students. A variety of teams exist at both the district and site levels to support students. Creating a systematic approach to identifying student needs and ensuring students are successfully linked to appropriate and effective services and support is key to student success. The district utilizes Care Solace to link students, families, and staff to mental health and social-emotional resources. The data below represents the baseline for the 2021-2022 school year. While 4,170 students were referred through Care Solace so far this school year, only 681 (16%) had appointments for them to receive the requested service. Of those 681 who had appointments scheduled only 267 attended an appointment or received the requested service. So, of the total number of students referred for support only 6.4% of them received social-emotional support. This demonstrates that there are barriers impeding a student or their family's ability to participate in the services being offered.

Key Performance Indicators (KPI's)										
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	TOTAL
Inbound Interactions	95	204	550	774	738	502	578	632	97	4,170
Communications Saved	553	848	2152	4819	4210	3329	3615	4410	741	25677
Warm Handoffs	2	46	104	141	84	59	104	119	22	681
Family-Initiated Cases	0	1	2	3	4	0	5	6	0	21
Total Appointments into Care	9	17	29	54	38	32	37	44	7	267
Anonymous Searches	0	13	11	16	10	9	13	18	3	93

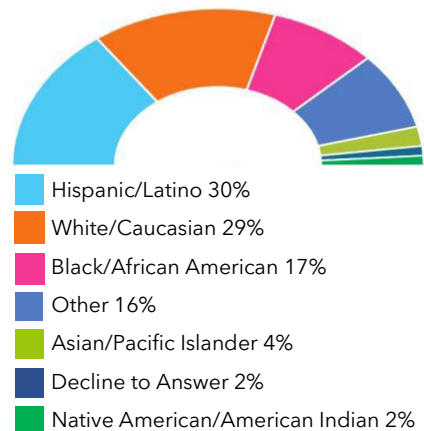
Genders

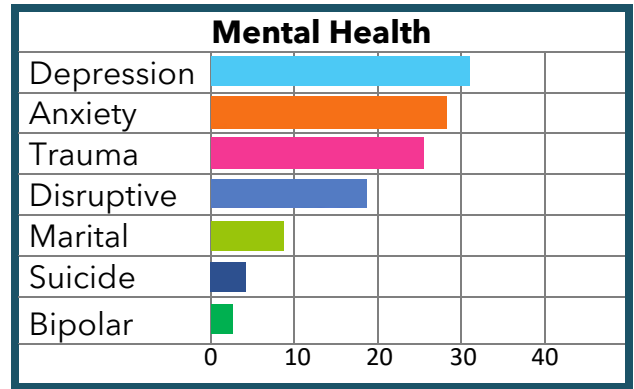
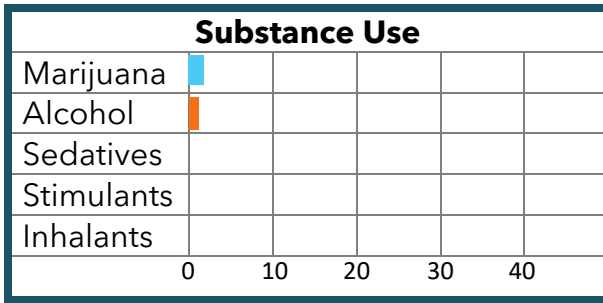


Age Groups



Ethnicities





Implementation Goals

- During 2022-2023 a framework will be created for the Integrated Student Support Team (ISST).
- During the 2023-2024 school year implement Integrated Student Support Teams and collect relevant measurement data.
- By the 2024-2025 school year, sites will provide an evaluation of measured data collected by the Integrated Student Support Teams that outlines areas of growth toward meeting student needs.

Proposed Recommendations

- Develop a team to create a framework for site-based coordination teams that includes referral criteria, referral processes, team decision making, and monitoring systems.
- Identifying and linking sites with district and community resources.
- Create sample referral and monitoring documents.
- Create a site-based system for referrals, follow up, and data collection.
- Create a District system data collection.
- Identify how PLC models can be utilized for identify referrals.
- Develop a committee including selecting Principals to help develop the framework and structures.
- Create an Integrated Student Support Team feedback form.



“Increase access to social-emotional and mental health supports and services.”

Explanation of Equity Gap

In addition to the Care Solace data provided in goal 3, there are a variety of other indicators the district looks at to identify social-emotional and mental health supports and services. Each site monitors, supports and maintains data related to social emotional support. Currently, sixty-six students in the district are served through the Social Emotional Learning Foundations Program (SELF). Throughout the 2021-2022 school year counselors have provided 225 classroom social emotional lessons and 1,500 students have participated in 251 small group sessions.

2021-2022	
Suicide Assessments (as of 3/10/2022)	102
Social Emotional Learning Groups	251 sessions (1500 students served)
Social Emotional Classroom Presentations	225 Sessions
Number of students being served through the District’s Social Emotional Learning Foundations (SELF)S program.	67
Behavior Intervention Referrals	66

2020-2021 Secondary Healthy Kids Survey Responses				
Questions	9	10	11	12
Percentage of students who indicated regular drug use	9%	11%	13%	19%
Percentage of students who indicated they had been very drunk or high 7 or more times	3%	6%	10%	12%
Percentage of students who reported being in emotional distress	30%	30%	32%	30%
Percentage of students who indicated they experience chronic sadness	46%	47%	49%	42%

Implementation Goals

- *By June 2023 TRUSD will have collected data that will be compiled into a district mental health report card.*
- *By June 2024 TRUSD will develop a system of services and support to meet the needs identified in the 2023 report card.*
- *By June 2025 increase the percentage of students receiving district linked or provided services.*

Proposed Recommendations

- Develop a tool that allows for collection of the data as well as reporting out of a mental health and wellness scorecard.
- Provide specific social-emotional mental health training for site administrators, counselors and social workers, and other mental health providers and support staff assigned to sites.
- Expand district partnerships with mental health providers in the community.
- Create a structured approach to ensuring students and families are aware of mental health support.
- Develop the question bank for Kelvin Pulse to ensure a clear focus on mental health.
- Continued strategic focus and plan to develop systems to ensure ASCA model implementation.
- Utilize support available through behavior specialists to build interventions for both general education students and students with disabilities.
- Identify behaviors that are linked to social-emotional or mental health needs
- Annual survey to identify what social-emotional interventions are being offered or utilized.
- Review and revise Aeries protocols for data entry for discipline, interventions, and counseling.
- Build opportunities at sites for students to engage in activities related to social-emotional activities such as mindfulness.



Grow school communities focused on student-centered and culturally responsive practices through the implementation of training in the following areas:

- **Implicit/unconscious bias**
- **Trauma-informed practices**
- **McKinney Vento (Homeless)**
- **Culturally responsive approaches and instructional strategies**
- **Restorative Practices**
- **LGBTQIA+ Restorative Approaches**

Explanation of Equity Gap

Twin Rivers has been offering district-level training for district staff surrounding various topics of equity including the ones listed in this goal. Creating campuses where staff have opportunities to participate in professional development that builds, understands and strengthens skillsets. As staff begin to implement the practices learned in the training, school campuses and classrooms where learning and campus climates are student-centered and culturally responsive.

Training Topics	2019-2020	2021-2022
Implicit Bias	1 Series	0
Trauma-Informed Practices	9	4
McKinney Vento	9	1
Culturally Responsive Instructional Strategies	10	2
Restorative Practices	5	5

Implementation Goals

- *Increase the number of TR staff participating in Equity-Based training by 5% annually over the next three years.*
- *By June 2023 Principals will be trained in how to conduct site equity audits.*
- *By June 2024 Principals will conduct a site equity audit to identify priority areas of focus.*
- *By June 2025 Principals will create a focused site based professional development plan based on areas of need identified during the equity audit.*

Proposed Recommendations

- Development of an Equity Focused Professional Development Calendar that highlights professional development topics identified in the goal.
- Develop an Implementation team that will identify annual focuses.
- Provide training to site administration and possibly ISLTs on how to conduct equity audits.
- Develop a network of partners to provide training.
- Provide specific opportunities for site leaders to become trainers of trainers.
- Outline a communication plan to ensure staff are aware of available equity-based training.
- Create a menu of professional development opportunities sites can select to have during site-based staff meetings.
- Provide a needs survey for sites and departments to identify the biggest areas of need.
- Collaborate with site administration and instructional leadership teams to develop a site-specific professional development plan that includes topics identified in the goal.

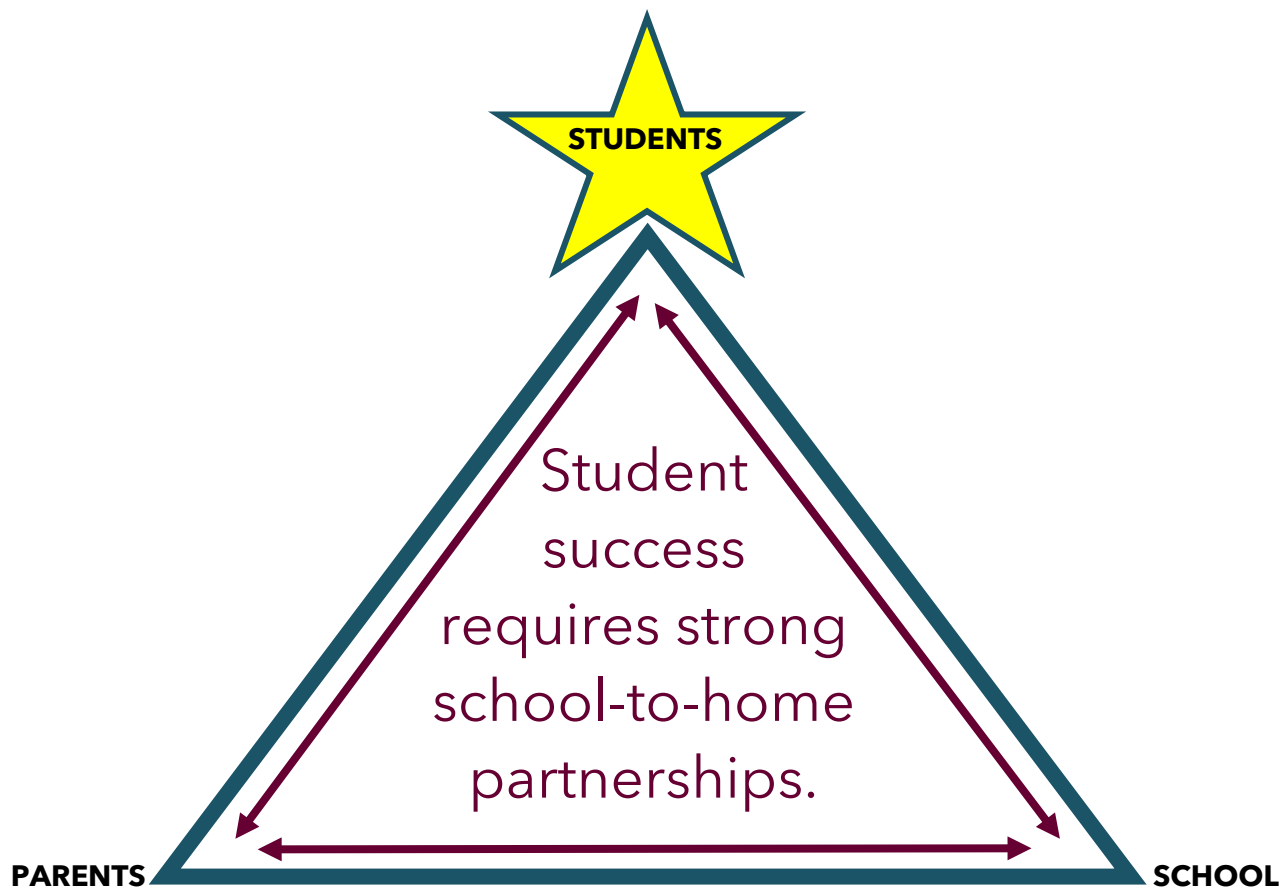


“Ensure all parents and families have access to site-based supports, resources, and engagement opportunities.”

Explanation of Equity Gap

Twin Rivers Unified School District recognizes that students are most successful when strong school-to-home partnerships exist. Identifying and facilitating opportunities to build positive and collaborative family engagement is a priority. Identifying barriers that prevent parents/families from participating in engagement opportunities allows the district and sites to work toward the elimination of those barriers. While many family engagement and decision-making opportunities exist throughout the year, currently there is no central collection for site-based parent engagement.

Developing ways to capture relevant data related to parent engagement will allow schools to identify best practices as well as gaps that may exist in parent participation.



Implementation Goals

- *By January of 2023 develop an effective process to collect and monitor data to fully capture parent engagement district-wide.*
- *By January of 2023 all TR school sites will develop a parent engagement plan outlining opportunities, site resources, services, programs, events, and communication.*
- *By June 2024 demonstrate an increase in parent and community engagement opportunities at school sites.*
- *Sites will increase parent engagement by 5% annually over the next three years.*
- *By June of 2025, review and revise parent engagement plan to ensure continued increase in parent engagement.*

Proposed Recommendations

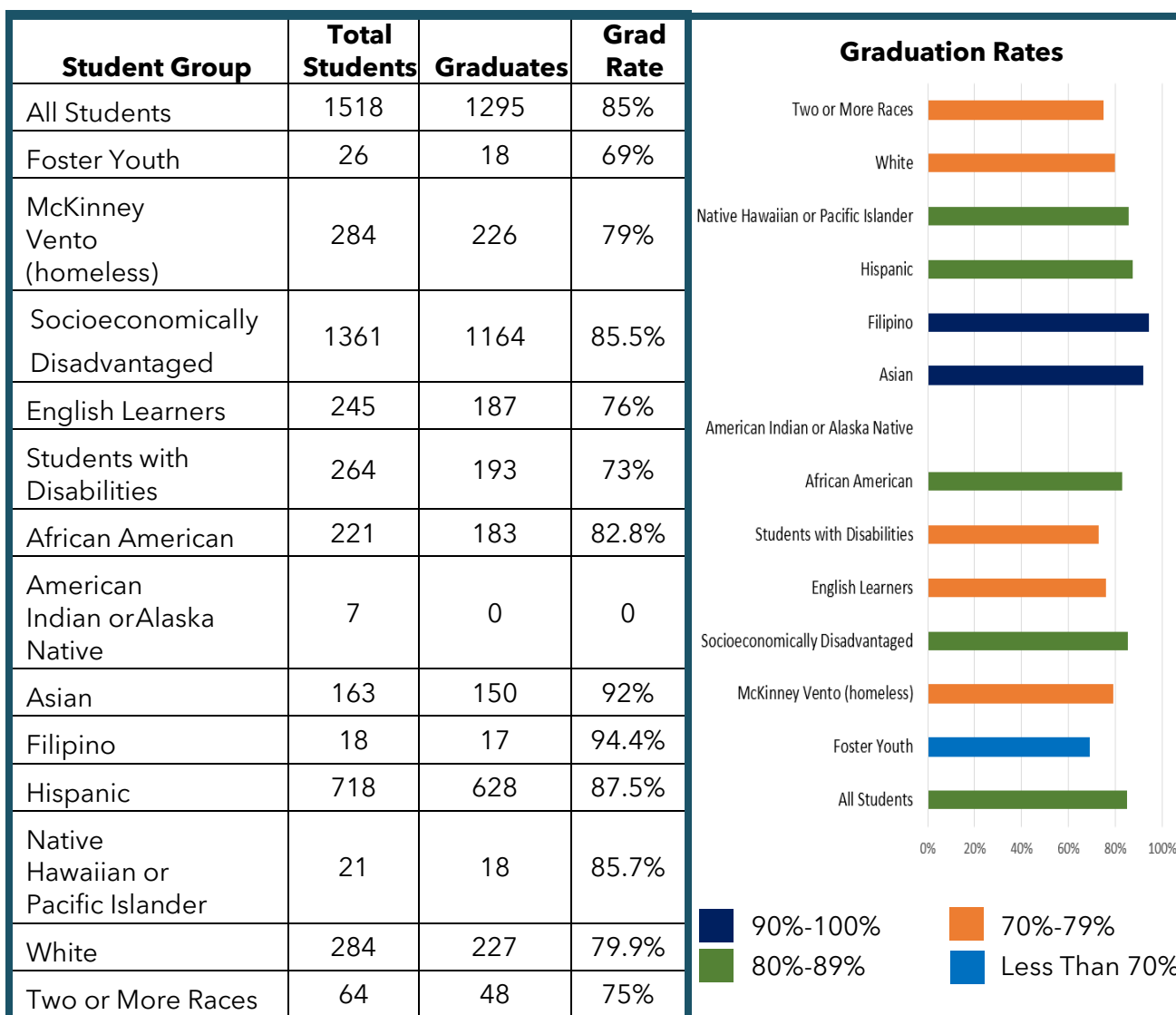
- Develop a data collection system that sites can use to identify parent opportunities and the number of parents who participated.
- Develop surveys that elicit parent input on topics or activities of interest.
- Sites ensure school web-based calendars are updated with opportunities
- Develop clear and intentional systems of how sites make families aware of opportunities (i.e. websites, parent square, monthly newsletters, social media, etc.).
- Create opportunities for sites to share best practices for parent/family engagement and activities.
- Site Instructional leadership teams in conjunction with site administration will complete an annual parent and community engagement plan that is aligned with their Single Plan for Student Achievement.



“Increase graduation rates for all students in TRUSD, with an intentional focus on student populations whose graduation rates fall below the district average.”

Explanation of Equity Gap

The district has seen increases in graduation rates for all students including student populations that have previously demonstrated disproportionality and maintained a lower graduation percentage than the district percentage. TRUSD continues to strive to bridge achievement gaps and ensure all students graduate. Graduation rates data for the 2020-2021 school is as follows:



Implementation Goals

- *Beginning with the 2021-22 school year, Twin Rivers will have 92% cohort graduation rate with each high school increasing by 2% each year or maintaining 95% or higher and demonstrate a 2% annual increase for student populations falling below graduation rate average.*

Proposed Recommendations

- Ensure academic interventions are provided at every school site.
- Identify and reinforce academic guidance best practices
- Site-based focus teams that meet regularly to review academic data for students referenced in the goal.
- District/Site Data Dives.
- Build attendance support for students.
- Continue to build the 9th- grade initiative.
- Ensure 4-year plans are reviewed and up to date in Aeries.
- Progression of EL courses to include a bridging class between ELD 3 and Academic ELD.
- Provide real-time credit recovery opportunities.
- Strategic transition plans for students from elementary to middle school and from middle school to high school.
- Intentional communication between sites and district support teams such as (CWA and Foster Youth Services).
- Identify intentional support for students who are Multi-lingual learners.



“Increase number of graduates who meet A-G requirements, with an intentional focus on student populations that fall below the district average.”

Explanation of Equity Gap

TRUSD is committed to preparing students who graduate college and career ready. Students are provided with access to participate in A-G courses. Students who receive a D or F in these courses will not meet A-G completion. Supporting students to pass classes with a C or better is crucial to seeing the wide variety of course options available at high schools across the district. Improvement of A-G percentages is a district strategic goal. While some gains have been made, there are still disparities that exist within certain student groups. An increased focus on ensuring students in these groups are provided with support to successfully complete A-G courses will help to bridge equity gaps that exist in A-G completion rates.

A-G Completion by Student Group							
Student Group	2021	2020	2019	Student Group	2021	2020	2019
All Students	27.5%	39.9%	32.1%	Filipino	36.8%	44.4%	43.5%
Black or African American	18.4%	23.9%	19.3%	Two or More Races	34.8%	25%	25%
Hispanic/Latino/a	26.4%	36.1%	34.5%	English Learners	7.2%	3.5%	8.3%
Asian	44.4%	55%	47.8%	Socioeconomically Disadvantaged	26.5%	33.4%	31.6%
Pacific Islander				Homeless	13.5%	21.6%	22.1%
American Indian or Alaskan Native	-	-	14.3%	Foster Youth	7.7%	6.7%	13.3%
White	24.5%	28.8%	26.6%	Special Education	8.8%	4.6%	9.2%
Pacific Islander	32.4%	31.6%	28.1%				

Implementation Goals

- *By 2021-22, TR will have 55% of all graduating seniors meeting A-G criteria, with each high school increasing rates by 3.5% each year and demonstrating a 3.5% annual increase for each student population falling below the district average.*

Proposed Recommendations

- Revisit and revise the systems that counselors use to review and update transcripts for course placement.
- Systems and collaboration between site counselors and case managers to ensure students with disabilities are placed appropriately.
- Identify clear systems of communication to students and parents when students are receiving a grade of a D or an F outside of just checking Aeries.
- Identify opportunities to improve A-G completion rates including using Wednesday early outs.
- Review and revise course selection and enrollment processes.
- Increase partnerships with community-based organizations to support A-G graduation rates.
- Provide Parent workshops focused on A-G.
- Develop early D/F remediation options.
- 9th-grade initiative monitoring D/F grades.
- Elementary/Junior what systems and prof. Levels need to be measured and looked at?
- Ensure 4-year plans are updated annually.

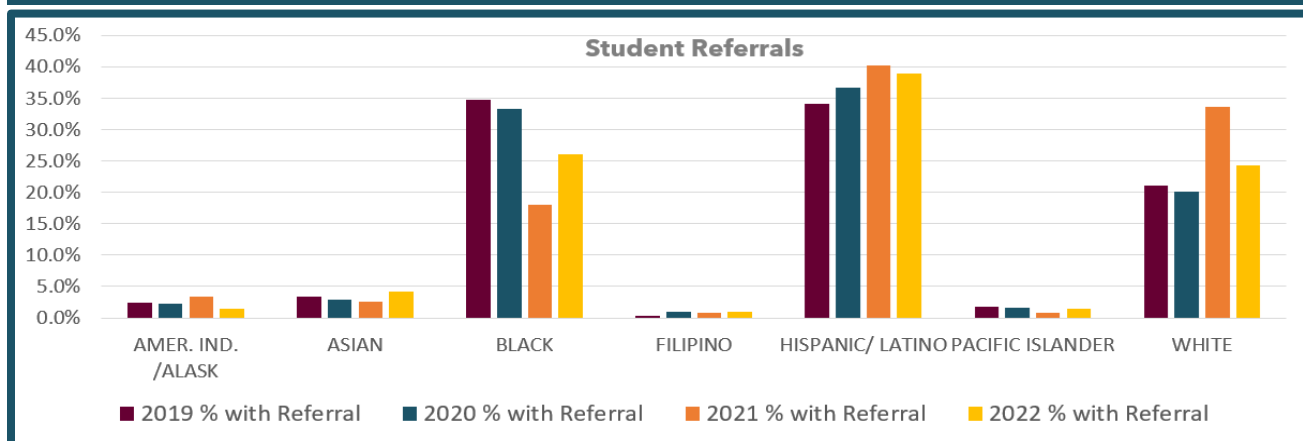


“Decrease the number of discipline referrals for students of color, foster youth, McKinneyVento (homeless) and students with disabilities.”

Explanation of Equity Gap

School sites across Twin Rivers are working to develop positive behavior intervention systems that proactively develop proactive systems to address potential behavior challenges on campuses. There have been some great gains in decreasing referrals for students. However, some disproportionalities still exist within specific student groups. Some student groups show a much higher referral rate than students in other student populations. For the past three years, our students of color have had a larger percentage of referrals than other students. The district continues to seek ways to address these disproportionalities and ensure that positive school cultures are cultivated through the implementation of proactive and positive intervention systems.

Ethnicity	2019		2020		2021		2022	
	% Students	% with Referral	% Students	% with Referral	% Students	% with Referral	% Students	% with Referral
AMER. IND. /ALASK	0.7%	2.4%	0.7%	2.3%	0.6%	3.3%	0.5%	1.5%
ASIAN	10.1%	3.3%	10.4%	2.9%	10.9%	2.5%	11.7%	4.2%
BLACK	13.8%	34.8%	14.1%	33.3%	13.5%	18.0%	12.7%	26.0%
FILIPINO	1.0%	0.3%	1.0%	1.0%	1.0%	0.8%	1.0%	1.0%
HISPANIC/ LATINO	46.6%	34.1%	46.9%	36.6%	47.8%	40.2%	48.4%	39.0%
PACIFIC ISLANDER	1.6%	1.7%	1.5%	1.6%	1.6%	0.8%	1.5%	1.5%
WHITE	19.1%	21.0%	18.2%	20.1%	16.9%	33.6%	15.9%	24.3%



Implementation Goals

- *Sites will decrease student discipline referrals by 3% annually and demonstrate a 3% decrease for student populations with a disproportionate referral percentage.*

Proposed Recommendations

- Provide site professional development for teachers and administrators on discipline procedures, and restorative practices.
- Provide site staff with professional development on restorative practices.
- Expand existing student support partnerships and programs such as Improve Your Tomorrow and Sacramento Violence Prevention Coalition.
- PBIS site teams meet quarterly to review student data in these groups and identify effective interventions.
- Provide student programming that supports positive student peer-to-peer interactions.



Utilize new and existing community partnerships to create an integrated system of resources and services to holistically address the needs of students and families.

Explanation of Equity Gap

Twin Rivers Unified School District recognizes that collaboration with community partners strengthens our school communities as community organizations are often able to provide needed services and support to the families we serve.

A core focus has been on supporting students and families by working to remove barriers that may exist and to prevent equitable learning opportunities and social-emotional support. Developing and implementing partnerships with community-based agencies that can provide essential advocacy, services, and resources is key to meeting these needs. Many community partnerships have been developed that are currently working at schools across the district. Working to strengthen and expand effective partnerships in a strategic way that intentionally focuses on holistically meeting the needs of the community we serve.



Community &
School Partnerships

Implementation Goals

- *By January 2023 create a district community engagement plan.*
- *By June 2023 Create a community collaborative where community partners meet regularly with TRUSD staff.*
- *By June 2023 develop a rubric that identifies how effectively these partnerships meet family and student needs.*
- *Beginning in August 2024 collect and analyze effectiveness data to measure how successfully student and family needs are being addressed.*
- *By June of 2025 compare collected data on community engagement with the previous year's data and revise the community engagement plan as needed.*

Proposed Recommendations

- Gather a collection of all available programs throughout the district and create one place for all available information.
- Build parent/staff collaboration and engagement by providing a series of parent-staff connectivity workshops?
- Identifying ways of assessing the effectiveness of programs.
- Linking schools and partnerships based on-site needs.
- Expanding existing effective partnerships.
- Identifying partnerships that already exist.
- Develop additional partnerships with community-based organizations that provide equity-focused programs or services.
- Identify partnerships with community-based organizations with staff that are representative of student and family populations.
- Offer PIQE to include all families.
- Create a system of reporting to identify partnerships.
- Create strategic and intentional opportunities for schools to share best practices.
- Create community partner collaboration sessions.
- Bi-annual updating of resources and partnership lists.
- Collect and analyze survey responses from existing district partners.
- Create an engagement strategy that strives to improve relationships with said partnerships.



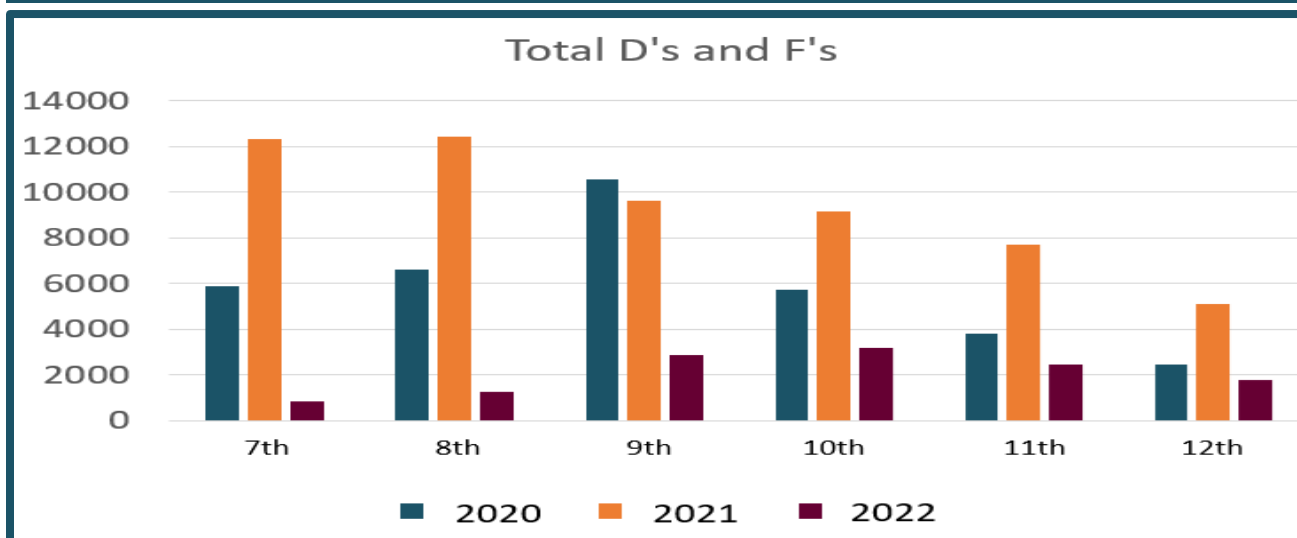
Identify an intentional approach to lesson design that leads to the implementation of a rigorous, relevant, and engaging curriculum that supports the diverse needs of all students.

Explanation of Equity Gap

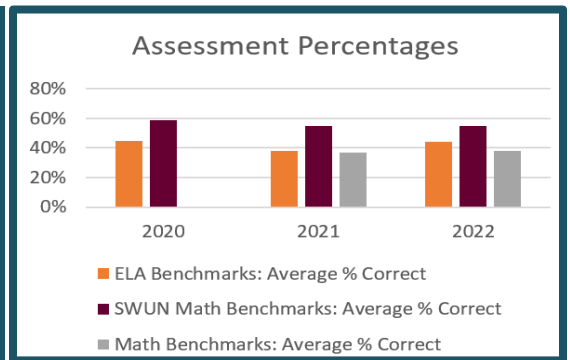
Twin Rivers is a diverse district with students at diverse academic levels and with diverse needs. In order to ensure effective implementation of the curriculum intentional lesson design becomes paramount.

Student-centered instruction is not attainable without intentional lesson design that considers the unique and diverse needs of students. Approaching teaching and learning in a way that gives all students equal opportunity to succeed and builds in intentional support aimed to build student engagement and understanding is key to addressing equity gaps that exist. Utilizing common lesson design protocols allows teachers to better collaborate and calibrate student needs. Intentionally building opportunities for student voice and choice allows students to become active participants in the learning process.

Total D's and F's			
Grade	2020	2021	2022
7	5902	12348	865
8	6634	12438	1288
9	10584	9634	2873
10	5732	9174	3196
11	3801	7704	2447
12	2487	5105	1767



Assessment Percentages by Year			
Assessment Type	2020	2021	2022
ELA Benchmarks: Average % Correct	45%	38%	44%
SWUN Math Benchmarks: Average % Correct	59%	55%	55%
Math Benchmarks: Average % Correct		37%	38%



Implementation Goals

- *Increase student academic achievement levels as identified in the above measurements each school year beginning in the 2022-2023 school year.*

Proposed Recommendations

- Offer professional development which is inclusive of high leverage teaching strategies across all curricular areas which focus on what, why, and how of learning.
- Utilize all sources of data provided by school sites.
- Provide teachers with additional training on student engagement with the goal of balancing teacher-to-student talk during instruction.
- Provide teachers with resources and tools to help them create pathways to offer information to students using multiple formats such as audio, video, and hands-on learning.
- Provide teachers with additional training on giving learners more than one way to interact with materials and show their knowledge such as diverse ways to assess student learning.
- Utilize instructional coaches to provide job-embedded coaching of effective lesson design models including gradual release, which allows for increased levels of student engagement with content.
- Site focus during PLC work on incorporating teaching approaches that work to accommodate the needs and abilities of all learners with the goal of eliminating unnecessary hurdles in the learning process.
- Ensure staff and students have access to curriculum focusing on the development of what, why, and how of learning in all curricular areas.
- Create a focus on the utilization of blended learning strategies leading to a flexible learning environment where students have varied options in demonstrating their mastery of learning.

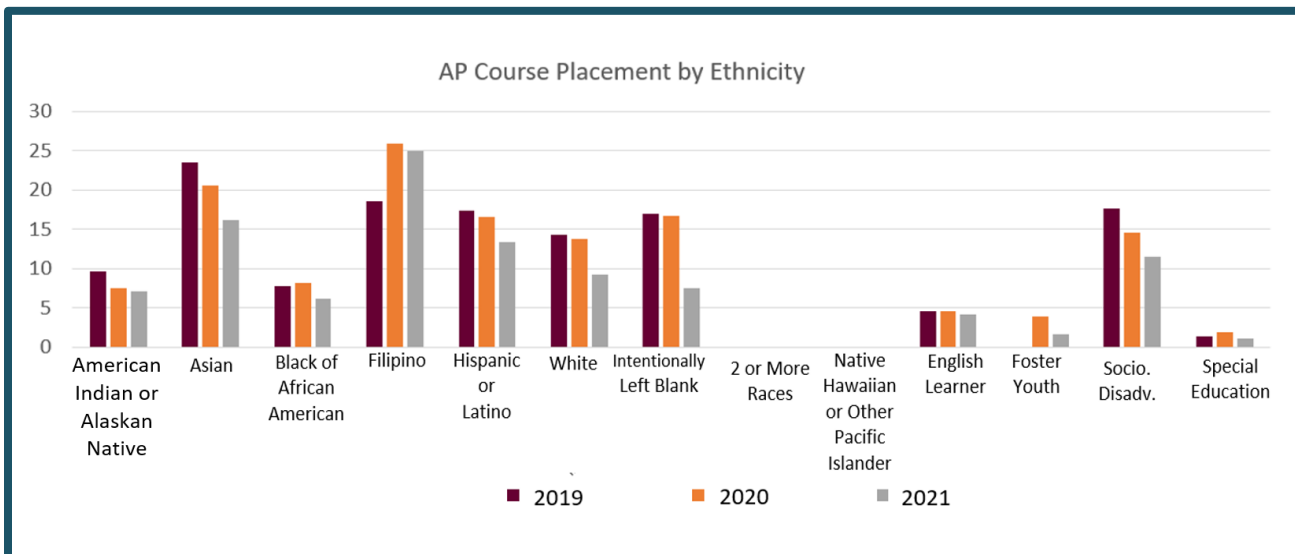


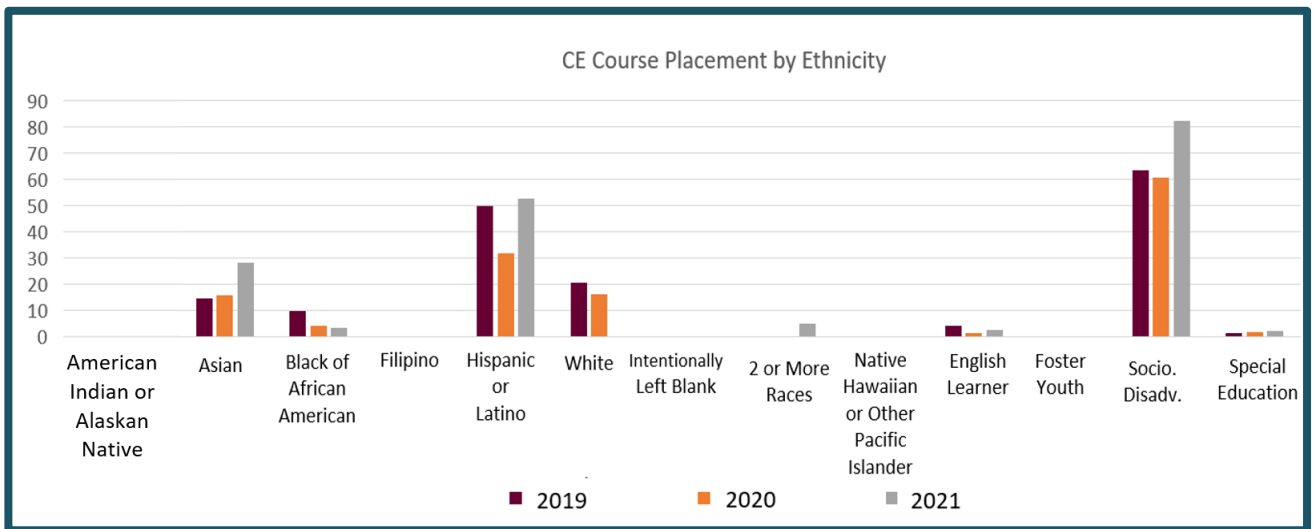
Increase representation and access of underrepresented student groups in advanced placement and concurrent enrollment courses.

Explanation of Equity Gap

Historically, except for students from most Asian cultures, AP enrollment for underrepresented student groups has been very low. For the past three years, we have seen a decrease in the enrollment for American Indians and African Americans which remain in the single-digit percentages.

Ethnicity	2021 District Enrollment	2019		2020		2021	
		AP	CE	AP	CE	AP	CE
Amer. Indian or Alaskan Native	0.61%	9.6%	-	7.5%	-	7.1%	-
Asian	12.56%	24%	14%	21%	15.6%	16%	28%
Black or African American	13.34%	7.8%	9.7%	8.2%	4.2%	6.2%	3.2%
Filipino	1.02%	19%	-	26%	-	25%	-
Hispanic or Latino	53.25%	17%	50%	17%	31.8%	13%	53%
White	14.91%	14%	20%	14%	16.23%	9.2%	-
Intentionally Left Blank	2.75%	17%	-	17%	-	7.5%	-
2 or more races	-	-	-	-	-	-	4.9%
Native Hawaiian or Other Pacific Islander	1.56%	-	-	-	-	-	-
English Learners	26.5%	4.6%	3.9%	4.6%	1.4%	4.2%	2.6%
Foster Youth	0.7%	-	-	3.9%	-	1.6%	-
Socioeconomically Disadvantaged	83.3%	18%	63%	15%	60.3%	12%	82%
Special Education	15.8%	1.3%	1.1%	1.9%	1.8%	1%	2%





Growth Goal

- Increase enrollment in advanced placement courses annually over three years beginning with the 2022-2023 school year.
- By January of 2023 form a district team to review current site-based processes for enrollment in advanced placement and concurrent enrollment courses.
- By June of 2023, create a documented district plan for enrollment in advanced placement and concurrent enrollment courses utilizing survey data from counselors, students, and parents
- By June of 2024, pilot the newly created documented plan. Continue to collect data from counselors, students and parents. Revise the plan as needed.
- By June of 2025, finalize and implement the plan district-wide

Proposed Recommendations

- Increase support systems for underrepresented groups.
- Increase support for teachers to build better relationships with students.
- Build awareness of AP and Concurrent enrollment courses for students in elementary and middle school.
- Create Parent Information rights for AP Teachers and parents to give an overview of AP classexpectations.
- Increase the number of 9th-grade students in AP/Honors by working with middle school students.
- Work with students on managing increased course work in classes.
- Have teachers create more support interventions for AP/Honors students after hours such as study workshops, peer tutoring, mental health support for students.

- Create AP Tutoring for students by peers, college students, and/or outside organizations
- Ensure better processes and procedures are in place to ensure student success.
- Identify any pre-requisites for AP admission that may be barriers to enrollment of students.
- Review any courses that currently compete with AP enrollment
- Review AP course offerings at each site.
- Counselor grade checks.
- Offer pre-AP summer prep courses.
- Identify ways to build AP interest and readiness at elementary and middle school.
- Review of the process for students dropping AP courses.

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TRUSD Middle and High Schools

Superintendent's Parent Advisory Council

Parents representatives from TRUSD schools