



## Promising Practices

Ricardo Perez , Director  
Jen McNeil, Principal MME



- DJUSD Coherence Map: Our Purpose, Agreements, Commitment to Equity
- Equity Training: National Equity Project
- Building Capacity and Coherence
  - Instructional Services Team
  - Principals and Staff
  - Board Members
  - Community
- Commitment to Fundamental Solutions vs. Symptomatic Solutions
- Leadership Commitment to student achievement

# DJUSD Instructional Coherence Map

## WHY (Vision/Mission)

Ignite a love of learning and equip each student with the knowledge, skills, character, and well-being to thrive in the 21<sup>st</sup> century.

## WHAT (Goals)

21<sup>st</sup> Century Teaching and Learning

Close Achievement Gap

Inclusive Environment

## HOW (Strategies)

Professional Learning Communities

Effective Instruction

Social Emotional Learning

## Who are we?

TK-6 Elementary school

500 Students

30 certificated staff, 60 total staff

40% English Learner

55% SED

Two Way Bilingual Immersion and English Only programs

Sobrato Early Academic Language (SEAL) school



## Program Evaluation with Equity: What is going on?

%English Language Arts Met Standards or Above

2016–17 Grade	English Only (EO)	TWBI-1	TWBI-2	District Average
3 <sup>rd</sup>	0%	37%	43%	54%
4 <sup>th</sup>	14%	24% (SI)	N/A	45%
5 <sup>th</sup>	24%	56% (SI)	N/A	53%
6 <sup>th</sup>	27%	33% (SI)	N/A	53%

## Schoolwide 55% SED

Grade	EO	TWBI-1	TWBI-2	District Average
K	58%	35%	45%	20%
1	45%	48%	57%	23%
2	71%	59%	65%	23%
3	71%	55%	57%	23%
4	80%	48%	53%	26%
5	77%		46%	23%
6	60%		47%	25%

## Schoolwide 15% IEP

Grade	EO	TWBI-1	TWBI-2	District Average
K	22%	14%	4%	7%
1	8%	8%	17%	8%
2	32%	9%	10%	12%
3	17%	5%	9%	11%
4	24%	14%	5%	12%
5	24%		0% (SI)	12%
6	31%		12% (SI)	13%

## Root Cause Analysis

- What is contributing to these outcomes and what one change would make the most substantial positive change?
- Staff and Parent Engagement activities, multiple sessions, over time, in Spanish and English

## Policies and Best Practices

- What does research say? Where are our strengths and community values?
- EL Roadmap, Prop 58 and SEAL
- BOE policies and school history

## What did we learn from our analysis?

- **Systematic disproportionality based on our program structure** resulting in unequal learning outcomes for students in our non-dual immersion classes.
- **Dual Immersion is a shared community value** and research based evidence shows students do as well or better than peers in English Only programs.
- **Equity and inclusiveness** are also shared community values with an action oriented stakeholder base.



## What did we *do* about all of this?

- To do nothing would be unethical. To take the community through this process (again) and keep status quo... damages relationships and trust.
- The conditions were right for action:
  - District and BOE support
  - Staff buy-in
  - Family partnerships strong
  - Research and policies calling for action
  - Success with SEAL

## Where are we at and what is next?

- BOE voted and approved transition to all Dual Immersion school.
- Transition Planning last spring: students, families, staff, district office.
- Preparing for fall: Adelante summer school, hiring, training and harm repair.
- Dual Immersion program evaluation and assessment in 2018-2019.



***Find your allies and move forward.***

# Moving Forward

“I for one believe that if you give people a thorough understanding of what confronts them and the basic causes that produce it, they’ll create their own program, and when the people create a program, you get action.”

—Malcolm X