

Instructional Services Department
Diversity, Equity & Inclusion Commitment
 Goleta Union School District

As each GUSD department completes the input and revision process with our educational partners, information will be added to this document and updated on the GUSD website. This will continue to be a living document.

<i>Current actions implemented</i>	<i>Action Item</i>
Student Growth	
Develop site leadership and staff knowledge of implementing Professional Learning Communities (PLCs) at the site and grade level (Professional Learning Teams).	Attendance at California Principals Support (CAPS) Network Observations
Demonstrate cohesion across grade level through use of common schedules, essential standards, learning targets, and use of adopted & supplemental curriculum to ensure all students have access to a guaranteed and viable curriculum.	Schedules Visible Learning Targets District Curriculum Use
Administer common formative and benchmark assessments to analyze/monitor student achievement and growth progress by student group to ensure all students are making adequate growth in all core subject areas.	Assessment Data
Provide Tier 1 scaffolding & differentiation to support access to core instruction for students at all levels, Tier 2 intervention/extension (as appropriate), and Tier 3 general education or special education intensive intervention (as determined necessary).	Rosters Schedules Observations

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Work in partnership with Pupil Services to build capacity in principals and site staff to ensure all students have access to a safe class and school environment through Positive Behavior Intervention Support (PBIS).	Attendance at PBIS Trainings & Work Days Observations
Provided professional development to State Preschool and TK paraeducators to understand developmental milestones and strategies to support all students' learning success.	Observations
Increased Access	
Promote more staff to serve as interpreters/translators in the district by providing additional compensation for interpretation and translation services for staff who provide these services outside their regular job duties and meet language assessment criteria.	GUSD Staff List of Qualified Interpreters & Translators
Develop capacity of GUSD staff to provide interpretation and translation for site and district needs. Partner with Pupil Services to support capacity of larger school events like Back to School Night.	Interpretation Training Attendance
Support school to home communication for all families, including those with students who are learning English as an additional language, from low-income households, have foster youth or are experiencing homelessness by ensuring they have access to a safe device/Internet and interpretation/translation services, as needed to participate in school or district events.	Board Meeting Interpretation List of Interpreters Tech Request for Devices/Internet
Create welcoming campuses for all students, staff, and families by recognizing and making visible various cultures, perspectives, and languages by putting into action the recommendations of Dr. Victor Rios from June (Leadership) and August (all staff) 2022 PD.	Observations

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<p>Increased opportunity for TK age eligible students to participate in Transitional Kindergarten program by supporting 8 TK classrooms, prioritizing Title I Schools and schools with intensive programs, access to transportation for students living in Old Town Goleta, and priority for students from low-income households, students learning English as an additional language, experiencing homelessness, or foster youth to enroll in TK Expanded Learning.</p>	<p>TK Enrollment Balanced Across Student Groups</p>
<p>Increased family and community awareness of Transitional Kindergarten in GUSD through messaging and parent information meetings, including parent information nights and community outreach.</p>	<p>TK Enrollment</p>
<p>Ensure students have access to high-quality afterschool programming, with priority and scholarships given to students who are from low-income families, learning English as an additional language, foster youth, and students experiencing homelessness.</p>	<p>Expanded Learning Enrollment</p>
<p>Curriculum Support</p>	
<p>Ensure all students have access to necessary hard copy or digital curriculum for instruction.</p>	<p>Textbook Sufficiency (9/14/22 Board item)</p>
<p>Ensure all students have access to a broad course of study, including the arts, physical education, library, STEAM, and garden.</p>	<p>Site Schedules Observations Partnerships</p>

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Diversity, Equity and Inclusion (DEI) Efforts	
Provide access to all staff to participate in DEI training, including common language, opportunity for individuals to tell their stories.	Rosters & Course Completion
Created three year GUSD Social Justice & Equity Task Force that included credentialed, classified, administrative staff, parents, and Board members for the purpose of reviewing district practices to support Diversity, Equity, and Inclusion (DEI), as well as to providing consultation in the development of a district-wide DEI District Plan of Recommendations.	DEI Department Maps DEI District Plan
Completed Equity Audit and began implementing recommendations with staff, Social Justice & Equity Task Force, and community input.	Equity Audit 2021 Social Justice & Task Force
Collaborated with Human Resources Department to build an annual, implicit bias staff training to increase capacity for staff to become aware of DEI and consequences of actions.	Get Safety Trained Website
Work with GUSD departments to develop their map of DEI efforts based on input from a variety of educational partners, the Board of Trustees to be posted on the district website. Ensure the map is translated.	Department Maps on GUSD Website (Ongoing)
Multilingual Learners, Preschool and Transitional Kindergarten (TK) Students	
Support all students learning English as an additional language with highly-qualified teachers who provide daily designated and integrated English language development.	Rosters Schedules Observations

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<p>Build the capacity of teachers and administrators in their understanding of best practices for English Language Development (ELD) instruction through job-embedded professional development.</p>	<p>SBCEO Partnership for Professional Development ELD Observations Use of ELD Materials</p>
<p>Monitor the progress of all students learning English as an additional language to ensure adequate progress in both learning English and core subjects, social/emotional/behavioral skills, and attendance with additional support services for Long-Term English Learners (LTELs), as determined necessary.</p>	<p>ELPAC Annual Progress (ELPI Levels) Reclassification Rates LTEL Intervention Plans</p>
<p>Implement standardized ELPAC initial and summative assessments with highly trained teachers and staff.</p>	<p>ELPAC Data</p>
<p>Support students learning English as an additional language through access to a District Dual Language Immersion (DLI) Program at El Camino School. Ensuring bilingual resources and textbooks are in place prior to adding a new grade level in the upcoming years.</p>	<p>DLI Enrollment</p>
<p>Increased family and community awareness of Transitional Kindergarten in GUSD through messaging and parent information meetings, including parent information nights and community outreach.</p>	<p>TK Enrollment</p>
<p>Continue to provide a high-quality preschool opportunity to income eligible families through the GUSD State Preschool Program. Continue to encourage enrollment throughout our community.</p>	<p>State Preschool Enrollment Observations</p>

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Increased inclusive opportunities in preschool programs across the district through partner program enrollments. Worked to pair state preschool-funded program with our special education preschool program.	Preschool Enrollment Observations
Provided professional development to State Preschool and TK paraeducators to understand developmental milestones and strategies to support all students' learning success.	Observations
Policies and Procedures	
Continues to review board policies and procedures to support GUSD DEI efforts.	Policy Revisions Taken For Board Review
Communicates DEI updates at GUSD board meetings.	Board Minutes
Provides digital Spanish interpretation at GUSD board meetings.	Interpreters at Board Meetings

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Next step actions to increase DEI in GUSD:

*Action item column is colored to match different topics highlighted above. Columns in **turquoise** indicate multiple topics.

Student Growth - Increased Access - Curriculum Support - **DEI** - Multilingual/Preschool/TK - Policies and Procedures

<i>Completed next step actions to increase DEI in GUSD:</i>		<i>Potential Action Item</i>	<i>Anticipated Date of Initial Completion</i>
<input checked="" type="checkbox"/>	Conduct monthly principal professional learning team meetings to support the cohesive implementation of professional learning community work across the district to ensure all students have access to high levels of learning. UPDATE: <i>This goal is in progress. Principals meet 5 times annually in triads paired with site walkthroughs. Throughout site visits, principals are looking through the lens of Latinx, Multilingual learners, and special education students, our three largest student groups who are not yet achieving on grade level.</i>	PLT Agendas Observations (Student Growth)	2022- 2023 School Year (Ongoing Practice)
<input checked="" type="checkbox"/>	Review input processes for LCAP to support increased input from families, including conversations removing barriers to learning and creating connections to site School Plans for Student Achievement (SPSA) goals. Input from DAC, DELAC and site ELACs are collected annually as is student input in grades 2 and 6. UPDATE: <i>This is now an ongoing practice.</i>	Increased LCAP Input from Diverse Families (Student Growth, Increased Access)	Spring 2023

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☑	Ensure norms are identified and utilized at district staff and department meetings, as well as professional development or trainings to promote active participation and equity in voice. UPDATE: <i>Superintendent's modeling use of norms during leadership meetings. Strong adherence during district and site meetings, but acknowledgement that this goal requires ongoing attention. Please note that future reference to this item will change from "norms" to "agreements" to recognize that there is not one normalized way to set these expectations.</i>	Sample Norms Observations (Increased Access, DEI)	Fall 2023 (Ongoing check-ins with leadership)
☑	Increase enrollment of students from low-income households, students learning English as an additional language, foster youth, and students experiencing homelessness in Expanded Learning and Summer (or Winter) THRIVE programs. UPDATE: <i>Successful implementation and ongoing practice.</i>	Expanded Learning Enrollment (Increased Access)	Spring 2023
☑	Encourage parent involvement and promote parent leadership through participation in school volunteerism in classrooms, on the playground, with school events, and as part of school-parent organizations (e.g., ELAC, SSC, PTA, DELAC). UPDATE: <i>Sites are encouraging increased parent involvement with a focus on volunteering within the classroom. As part of this effort, many site SPSAs include actions of this nature.</i>	Parent Participation & Attendance at School Functions (Increased Access)	2022-2023 School Year (Continues in 2023-2024)
☑	Promote opportunities for all members of the school community to feel welcome and participate within the school experience, including the	Site Walkthroughs, Class Observations (Increased Access,	2022-2023 School Year (Ongoing)

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	consideration of policies and practices that demonstrate the valuing of each individual’s personal assets and cultural values. UPDATE: <i>Creating a welcoming school environment for all is a prominent action in both the LCAP and school site SPSAs. An example was participating in the “My Name, My Identity” pledge campaign during August 2023. We recognize that this requires ongoing attention.</i>	Policies)	
<input checked="" type="checkbox"/>	Increase the use of early education play-based learning in GUSD preschools, TK, and Kindergarten classrooms, including language development opportunities and guided inquiry questioning to facilitate higher-level thinking practices. UPDATE: <i>TOSA led training and development of ECE, play-based learning kits. More kits and embedded training in progress for the 2023-2024 school year.</i>	Classroom Observations (Curriculum Support)	Winter 2023 (Continue 2023-2024)
<input checked="" type="checkbox"/>	Review California Department of Education’s (CDE) resources for equity, fair outcomes, treatment, and opportunities for all students to understand how these resources might be utilized within GUSD. UPDATE: <i>Initially reviewed and referenced as a resource with various department projects.</i>	Recommendations for integration of resources (DEI)	Winter 2023
<input checked="" type="checkbox"/>	Continue to identify DEI training that can meet differentiated employee needs that specifically builds capacity for staff to promptly respond to racist or other bias-based incidents. UPDATE: <i>Incoordination with Human Resources there is now a required, annual DEI Get Safety Trained module for all employees. Professional development provided in 2023-2024 school year in collaboration with Dr. Anthony</i>	LCAP Surveys demonstrate reduced issues (DEI)	Fall 2023 (Continued 2023-2024)

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	<i>Mohammad focused on equitable instructional practices to ensure the success of all students.</i>		
<input checked="" type="checkbox"/>	Support library media specialists with updating school and class collections to increase authors of color and books representing people of color as well as issues of diversity, equity, and inclusion. UPDATE: <i>Library media specialists (LMS) collaborate to review and update their collections to reflect diversity.</i>	LMS Review of Collection (DEI)	Fall 2023
<input checked="" type="checkbox"/>	Increase awareness and understanding with multilingual families about the purpose of ELAC, the reclassification process and services available to support their children in becoming multilingual, student learning goals, options for intervention and extension within the school day, opportunities for comprehensive services, and how to advocate for their child’s needs. UPDATE: <i>Through district-wide communication through ParentSquare and Friday Folder notifications, DELAC and ELAC meetings, and Parent-Teacher conferences families are informed and educated about school partnership opportunities.</i>	ELAC AttendanceParent-Teacher Conference (ML/PS/TK)	Spring 2023 (Ongoing)
<input checked="" type="checkbox"/>	Continue to develop parallel resources for DLI program at El Camino School, including differentiation, intervention, and extension instructional practices and materials. UPDATE: <i>GUSD’s DLI is now serving TK through third grade. Materials and resources for the DLI program are equitable to other GUSD schools. Additional training and supplemental materials are provided as needed.</i>	Equitable DLI Materials (ML/PS/TK)	Spring 2023 (Ongoing)

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<input checked="" type="checkbox"/>	Develop early education access for incoming families in preschool, transitional kindergarten and kindergarten through family information nights, workshops, and newsletters. UPDATE: <i>Continued parent outreach to inform and educate families provided through ParentSquare, Friday Folders, podcasts, and partnerships with sites.</i>	GUSD Parent Newsletters and Information Nights (ML/PS/TK)	2022-2023 School Year (Ongoing)
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Next Steps for 2023-2024 and Beyond:

*Action item column is colored to match different topics highlighted above. Columns in **turquoise** indicate multiple topics. Student Growth - Increased Access - Curriculum Support - **DEI** - Multilingual/Preschool/TK - Policies and Procedures

<i>Next step actions to increase DEI in GUSD:</i>		<i>Potential Action Item</i>	<i>Anticipated Date of Initial Completion</i>
<input type="checkbox"/>	Update educational technology plan in conjunction with Technology Services and Pupil Services to ensure equitable access for all digital learning needs including internet/device access, student safety with digital media use, and education for parents. UPDATE: <i>This goal is in progress. Department representatives have met to outline the technology plan. Additional input from staff and community will be solicited for the development of the full plan.</i>	Educational Technology Plan (Student Growth, Curriculum Support)	Summer 2023 (Anticipated completion is June 2024)
<input type="checkbox"/>	Regular communication to solicit diverse community input to support all students' success, including Black, Latinx, and LGBTQ families.	Increased Input on District Plans,	Fall 2023 (In progress)

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	UPDATE: <i>This goal is in progress. Established partnership with Gateway Educational Services. Personal phone calls made to all families with students who identify as Black, African-American regarding resources. Emphasis on using a variety of methods to gather input and further participation for all parent communication and surveys. Staff training and resources made available regarding LGBTQ, but further work is needed to include families who identify with the LGBTQ community.</i>	Surveys (Student Growth, Increased Access)	
<input type="checkbox"/>	Review practices in collaboration with other districts for determining giftedness in GUSD for equity. Currently CogAT is administered to all third graders and any other grade 4-6 students new to the district and not identified. UPDATE: <i>GUSD is on track to meet this goal. TOSA observed other district assessment and is working with Tri-Counties GATE Council for additional information.</i>	Gifted Identification Criteria Updates (Increased Access)	Winter 2024
<input type="checkbox"/>	Plan for continued rollout of TK classrooms across the district to ensure equity of access to students with the greatest needs for early intervention. UPDATE: <i>Five additional TK classrooms were added for the 2023-2024 school year. Current planning in progress for the 2024-2025 school year.</i>	TK Enrollment (Increased Access)	Fall 2025
<input type="checkbox"/>	Review equity among field trips, student experiences, and access to outdoor/overnight experiences across grades and district to ensure equity of access for all students. UPDATE: <i>In progress of collecting</i>	Field Trip List (Increased Access, DEI, Curriculum Support, Policies)	Spring 2023 (Work in progress - anticipated)

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	<i>input from sites to analyze for equity. Funding allocated in the LCAP to remove barriers for a camp experience, as needed.</i>		completion by Winter 2024)
<input type="checkbox"/>	In conjunction with Pupil Services & Human Resources, establish a mechanism for ongoing articulation with SBUSD to ensure enrollment, data rollover, students well-prepared for curriculum and social-emotional challenges of secondary school, and communication with shared families about options, resources, etc. UPDATE: <i>Preliminary collaboration established, more topic-focused conversations in development.</i>	Articulation Meeting(s) (Increased Access, Curriculum Support, Policies)	Winter 2023 (Ongoing)
<input type="checkbox"/>	Support all students to have equitable access to learn through use of an adopted curriculum and supplemental materials that are culturally representative and highlight achievements of people of color. Review adoption process for an equity lens and to seek input from various educational partners. Support the implementation of the new adopted social studies curriculum through professional development and integration. UPDATE: <i>Currently piloting two, social studies programs with the plan to recommend for adoption in the spring of 2024. On track to completion.</i>	New Social Studies Curriculum (Curriculum Support)	Fall 2024
<input type="checkbox"/>	Support school-home and district-home communication around DEI efforts, including clear access for parents to provide input and feedback to support their child’s positive school and learning	LCAP Survey ML Needs Assessment (DEI)	Spring 2023 (Continued 2023-2024)

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	experience. UPDATE: <i>Instructional Services provides monthly communication highlighting district and site efforts to promote DEI. Sites are developing two-way communication practices to ensure all students have positive school and learning experiences.</i>		
<input type="checkbox"/>	Review & update policies and procedures that support diversity, equity, and inclusion. UPDATE: <i>Policies are updated and reviewed with attention to DEI.</i>	Policy Revisions (Policies)	Ongoing
<input type="checkbox"/>	Explore professional development opportunities for GUSD staff for 2024-2025 and community that embrace our commitment to DEI and closing the achievement gap for all. UPDATE: <i>Ongoing commitment to support DEI in the future.</i>	Professional Growth (Student Growth, Increased Access)	2024 - 2025 School Year
<input type="checkbox"/>	Support the implementation of site-determined SPSA actions that increase achievement levels of Latinx, Multilingual Learners and Special Education students and their families within GUSD. UPDATE: <i>School sites continue to identify actions within their SPSAs to specifically address increasing achievement of student groups. Ongoing as needed.</i>	SPSAs (Student Growth)	2023-2024 (Ongoing)
<input type="checkbox"/>	Support departments and schools sites with the implementation of their commitment to DEI through the reflections and update to DEI maps. UPDATE: <i>Instructional Services will continue to fill this role.</i>	Potential Committee Work (DEI)	2023-2024 (Ongoing)
<input type="checkbox"/>	Provide parent-friendly language in implementing new, TK-6 report cards emphasizing essential standards. UPDATE: <i>New action goal.</i>	New Report Cards (Student Growth, Increased Access,	2024-2025 (Ongoing)

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		Policies, DEI)	
<input type="checkbox"/>	<p>Promote equity for all students through access to high quality, Tier one literacy instruction, as well as effective Tier two and Tier three intervention strategies, using practices embedded in the Science of Reading. Integrate literacy skills within specialists (e.g., STEAM, Art, Library, PE) and the Expanded Learning After School Program.</p> <p>UPDATE: <i>The focus on using Science of Reading embedded practices as a means to ensure literacy for all throughout the school day is a new action goal.</i></p>	Literacy for All (Student Growth, Increase Access, Curriculum Support)	2023-2024 (Ongoing)