

Consideration of the MOU

California Coalition for Inclusive Learning (CCIL) 2.0

SRCS Board Meeting
January 24, 2024



Santa Rosa City Schools' MVPs

Mission

SRCS ensures equitable access to a **transformative educational experience**

grounded in the assets of our students, staff, and community.

We nurture the whole student in an engaging, challenging, and safe environment.

We recognize and value each student's individuality and our community's cultural wealth.



Santa Rosa City Schools' MVPs

Vision

Santa Rosa City Schools will send students into the world empowered to find purpose, think critically, **embrace diversity, work together, and adapt to our changing planet**, and live healthy and fulfilling lives.



Santa Rosa City Schools' MVPs

Strategic Priorities

1. Life Ready Learners
- 2. Whole Person Focus**
- 3. High Quality Staff**
- 4. Teaching & Learning Environment and Resources**
- 5. Equity and Excellence**
- 6. Family Engagement and Community Partnerships**
7. Sustainable Funding





What is Inclusion?

Inclusion is all about creating an environment where students with diverse needs can excel academically and socially within a general education setting.

The strategies and supports that are effective for these students can help **EVERYONE.**

**Universal Design
for Learning (UDL)
moves our schools
towards greater
inclusion.**



What is Universal Design for Learning (UDL)?

UDL is an approach to improve and optimize teaching and learning for all, by:

- setting clear, rigorous **goals**
- anticipating **barriers**
- proactively **designing** to minimize those barriers

What is Universal Design for Learning (UDL)?

Universal Design for Learning Guidelines

Provide multiple means of Engagement ↗

Affective Networks
The "WHY" of learning



Provide multiple means of Representation ↗

Recognition Networks
The "WHAT" of learning



Provide multiple means of Action & Expression ↗

Strategic Networks
The "HOW" of learning



Access

Provide options for Recruiting Interest (7) ↗

- Optimize individual choice and autonomy (7.1) ↗
- Optimize relevance, value, and authenticity (7.2) ↗
- Minimize threats and distractions (7.3) ↗

Provide options for Perception (1) ↗

- Offer ways of customizing the display of information (1.1) ↗
- Offer alternatives for auditory information (1.2) ↗
- Offer alternatives for visual information (1.3) ↗

Provide options for Physical Action (4) ↗

- Vary the methods for response and navigation (4.1) ↗
- Optimize access to tools and assistive technologies (4.2) ↗

Build

Provide options for Sustaining Effort & Persistence (8) ↗

- Heighten salience of goals and objectives (8.1) ↗
- Vary demands and resources to optimize challenge (8.2) ↗
- Foster collaboration and community (8.3) ↗
- Increase mastery-oriented feedback (8.4) ↗

Provide options for Language & Symbols (2) ↗

- Clarify vocabulary and symbols (2.1) ↗
- Clarify syntax and structure (2.2) ↗
- Support decoding of text, mathematical notation, and symbols (2.3) ↗
- Promote understanding across languages (2.4) ↗
- Illustrate through multiple media (2.5) ↗

Provide options for Expression & Communication (5) ↗

- Use multiple media for communication (5.1) ↗
- Use multiple tools for construction and composition (5.2) ↗
- Build fluencies with graduated levels of support for practice and performance (5.3) ↗

Internalize

Provide options for Self Regulation (9) ↗

- Promote expectations and beliefs that optimize motivation (9.1) ↗
- Facilitate personal coping skills and strategies (9.2) ↗
- Develop self-assessment and reflection (9.3) ↗

Provide options for Comprehension (3) ↗

- Activate or supply background knowledge (3.1) ↗
- Highlight patterns, critical features, big ideas, and relationships (3.2) ↗
- Guide information processing and visualization (3.3) ↗
- Maximize transfer and generalization (3.4) ↗

Provide options for Executive Functions (6) ↗

- Guide appropriate goal-setting (6.1) ↗
- Support planning and strategy development (6.2) ↗
- Facilitate managing information and resources (6.3) ↗
- Enhance capacity for monitoring progress (6.4) ↗

Goal

Expert Learners who are...

Purposeful & Motivated

Resourceful & Knowledgeable

Strategic & Goal-Directed

California Coalition for Inclusive Learning (CCIL) 2.0

CCIL 2.0 is a [California Department of Education](#) (CDE) grant-funded professional learning opportunity led by the [Placer Office of Education](#) (PCOE) and the [CCIL - CA Coalition for Inclusive Learning](#), and supported locally by the [Sonoma County Office of Education](#) (SCOE).



CCIL teams will ...

- **Receive initial training in the foundations of UDL.** *(2 full days)*
Teams build a shared understandings and common language related to Universal Design for Learning.
- **Engage in monthly workshops.** *(minimum 2 hrs. each month)*
Teams participate in ongoing professional learning that allows for deeper exploration and application of UDL concepts.
- **Implement UDL and monitor impact of that implementation.** *(job-embedded)*
Teams will put what they learn into action, and gather evidence of how implementation of UDL is impacting students' learning.

CCIL teams will be able to...



... deepen their understanding of UDL implementation at both the classroom and systems level and apply that knowledge into practice.



... identify a point of entry for UDL implementation.



... explore tools and processes that support UDL implementation



... build capacity and sustainable systems at all levels.



... develop a multi-year UDL implementation plan



... collect and reflect on evidence of impact of UDL implementation.

What is the role of SRCs?

Santa Rosa City Schools and Albert F. Biella Elementary commit to

- Dedicating **time and resources** for active engagement
- Forming a committed **site implementation team** to participate consistently
- Allocating **meeting time and space** for collaborative efforts
- Engaging in **UDL self-assessment tools and implementation protocols**
- Developing a **3-5 year UDL implementation plan**



What is the role of SRCs?

District/Site leaders participating in CCIL will:

- **Engage as member(s) of the site implementation team**, including participation in UDL self-assessment tools and implementation protocols.
- **Ensure subs and/or release time** to participants to allow them to engage in the work.
- **Provide participation data to CCIL** through surveys, etc.
- **Share implementation data**, when applicable, to gauge effectiveness and identify next steps.
- **Collaborate with SCOE** to determine mutually agreed upon training dates and times.



What is the role of Sonoma County Office of Education?



SCOE will provide 3 CCIL coaches to the Biella Elementary Site Implementation Team. These coaches will:

- facilitate ongoing, job-embedded, UDL professional development and support, including
 - Two full-day trainings in the foundations of UDL
 - Monthly coaching/learning sessions (*2 hrs each*) throughout the 2023-24 and 2024-25 school years.
- support UDL implementation, including facilitation of
 - UDL self-assessment tools
 - UDL implementation protocols

What is the role of Sonoma County Office of Education?



SCOE will also provide access to

- reimbursement for costs related to specific CCIL grant-funded activities
 - curated professional learning resources and implementation tools related to UDL
 - networking opportunities related to UDL
 - opportunities for micro-credentialing in UDL
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Next Steps

1. **Approve** the Memorandum of Understanding and engage in the work of CCIL within SRCS.
2. **Develop and implement** the Biella Inclusion Model.
3. **Analyze the results and consider possible expansion** to other school sites in the district.

**THANK YOU TO THE BOARD
FOR YOUR SUPPORT AND
CONSIDERATION**





Questions?