



Continuous Improvement Efforts

2020-2021

Irvine Unified
School District



Our students are returning, and we need to meet them where they are.

A background image showing a group of diverse students in a classroom. In the foreground, a young man with dark hair is looking towards the camera with a slight smile. Behind him, a young woman with long dark hair and braces is smiling broadly. Other students are visible in the background, some wearing school uniforms. The overall atmosphere is positive and educational.

Students must be the the focus of all of our efforts...

- Professional Learning Communities
- Positive Behavior Intervention Systems
- Standards Based Mind-sets
- Student Shadowing
- Re-examining prerequisites & placement measures
- Equal Opportunity Schools
- New Graduation Requirements
- Grade Slam/Paper



Social Justice

Board Resolution

Educators for Social Justice

Continuous Improvement
Efforts:

- District Goal
- School Goal
- Teacher Goal

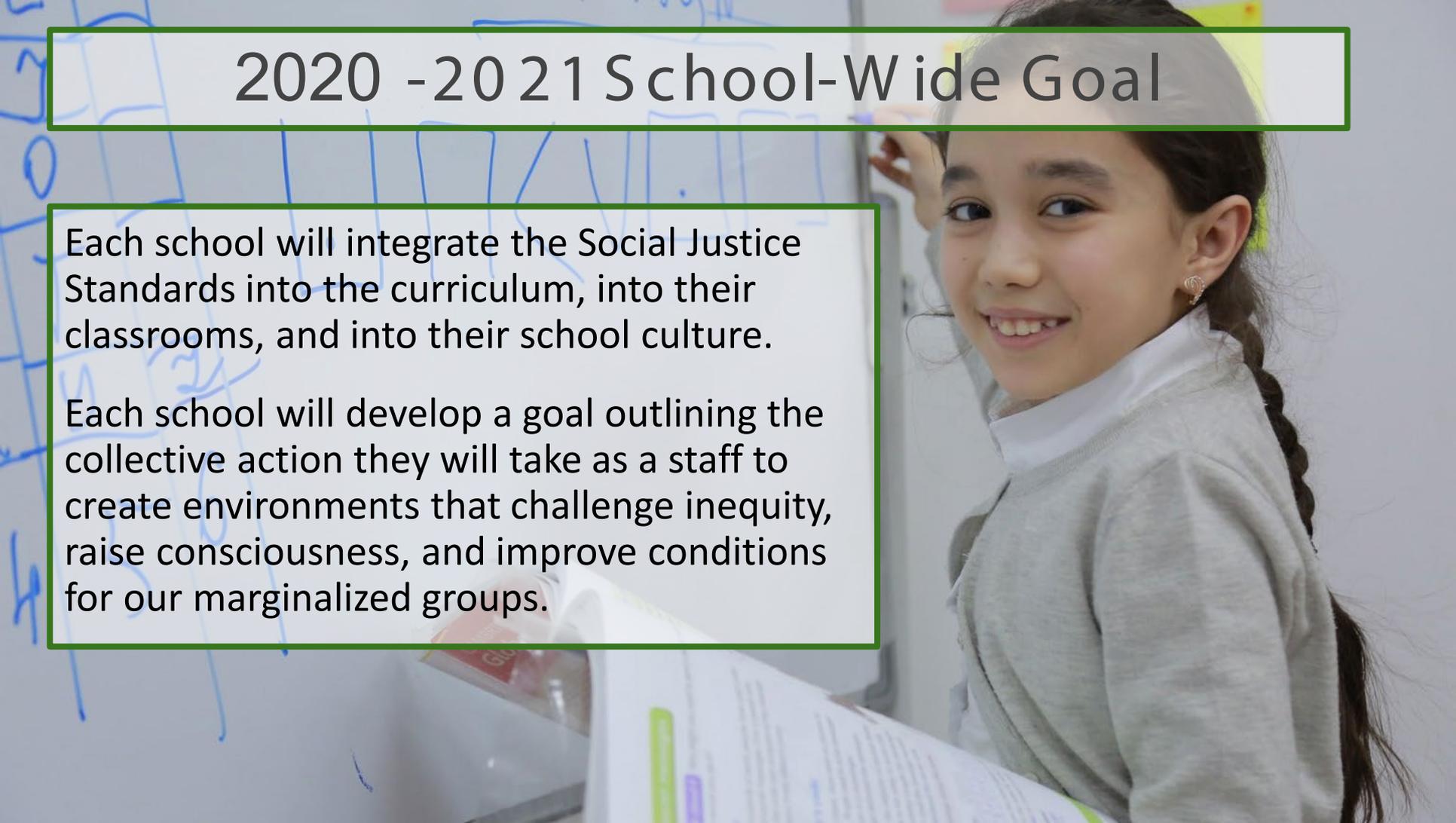
2020 -2021 District-Wide Goal

Through an explicit focus on social justice and anti-bias, our staff will help students cultivate the knowledge and skills necessary to reduce prejudice and take collective action to improve conditions for marginalized groups.

By integrating the Social Justice Standards and addressing the four domains of identity, diversity, justice and action, we will help create civil and inclusive school communities where children cultivate empathy, challenge prejudice, and learn to be active participants within our democracy.



2020 -2021 School-Wide Goal



Each school will integrate the Social Justice Standards into the curriculum, into their classrooms, and into their school culture.

Each school will develop a goal outlining the collective action they will take as a staff to create environments that challenge inequity, raise consciousness, and improve conditions for our marginalized groups.

2020 -2021 Teacher Goals

Teachers will develop a goal from the guiding practices that will enable them to anticipate, understand, and respond proactively to student needs.

Teachers will develop a goal that will help them to create an environment within the classroom that challenges inequity, raises consciousness, and improves conditions for our marginalized groups.

Social Justice Standards - Identity

Identity: K-2 - I know and like who I am and can talk about my family and myself and name **some** of my group identities.

Identity: 3-5 - I know and like who I am and can talk about my family and myself and describe our **various** group identities.

Identity: 6-8 - I know and like who I am and can **comfortably** talk about my family and myself and describe our various group identities.

Identity: 9-12 - I have a **positive view of myself**, including an **awareness of and comfort with my membership in multiple groups in society**.



Social Justice Standards - Diversity

Diversity: K-2 - I like being around people who are like me and different from me, and I can be friendly to everyone.

Diversity: 3-5 - I like **knowing** people who are like me and different from me, and **I treat each person with respect.**

Diversity: 6-8 - I interact with people who are similar and different from me, and **I show respect to all people.**

Diversity: 9-12 - I interact **comfortably and respectfully** with all people, whether they are similar to or different from me.

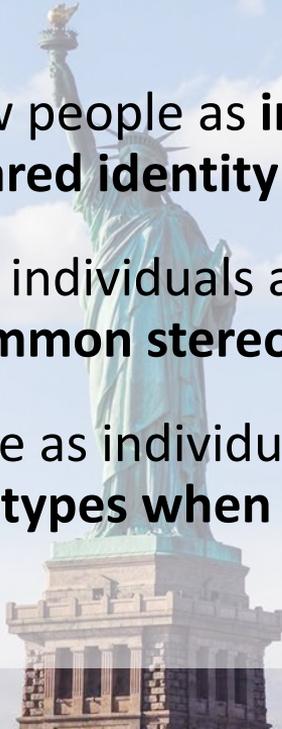
Social Justice Standards - Justice

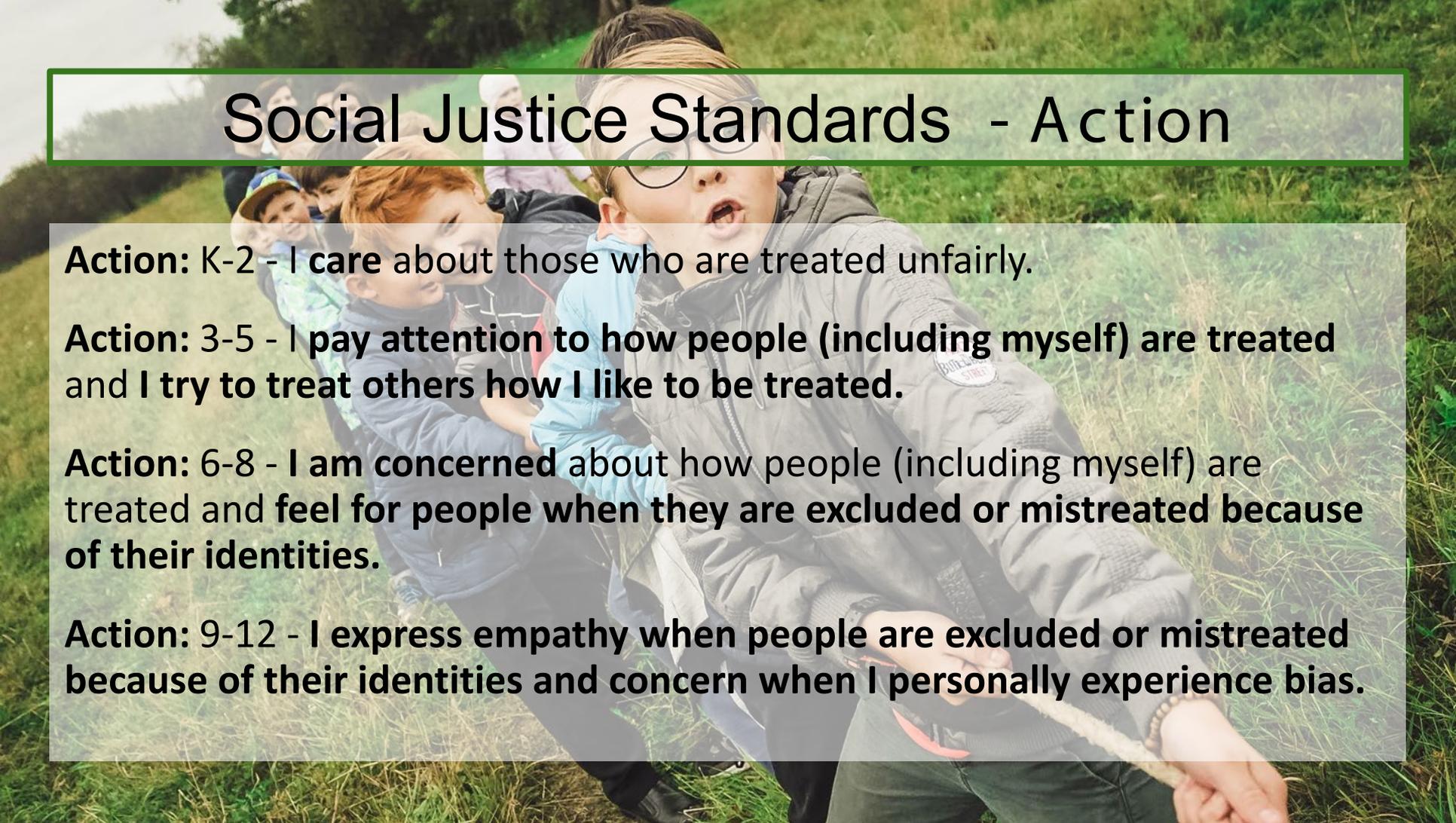
Justice: K-2 - I **know** my friends have many identities, but they are always still themselves.

Justice: 3-5 - I try and get to know people as **individuals** because I **know it is unfair to think all people in a shared identity group are the same.**

Justice: 6-8 - I **relate** to people as individuals and not representatives of groups, and I **can name some common stereotypes I observe people using.**

Justice: 9-12 - I relate to all people as individuals rather than representatives of groups and **can identify stereotypes when I see or hear them.**





Social Justice Standards - Action

Action: K-2 - I care about those who are treated unfairly.

Action: 3-5 - I pay attention to how people (including myself) are treated and I try to treat others how I like to be treated.

Action: 6-8 - I am concerned about how people (including myself) are treated and feel for people when they are excluded or mistreated because of their identities.

Action: 9-12 - I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias.

2020 -2021 - Small but IMPACTFUL action



Educating ourselves

Finding ways to integrate the standards meaningfully

Building community in both virtual and in person instruction