The background is white and filled with various educational and mathematical illustrations. At the top, there are blue circular patterns with a stippled texture, a plus sign, a squiggly line, and an open book icon. On the left, there is a pencil icon, a star, a squiggly line, and a yellow notepad icon. On the right, there is an orange arrow pointing right, a beaker with orange liquid, a plus sign, a small circle, and a squiggly line. At the bottom, there is a yellow ruler, a squiggly line, a star, and a small 'x' symbol. The central text is in a bold, dark blue font.

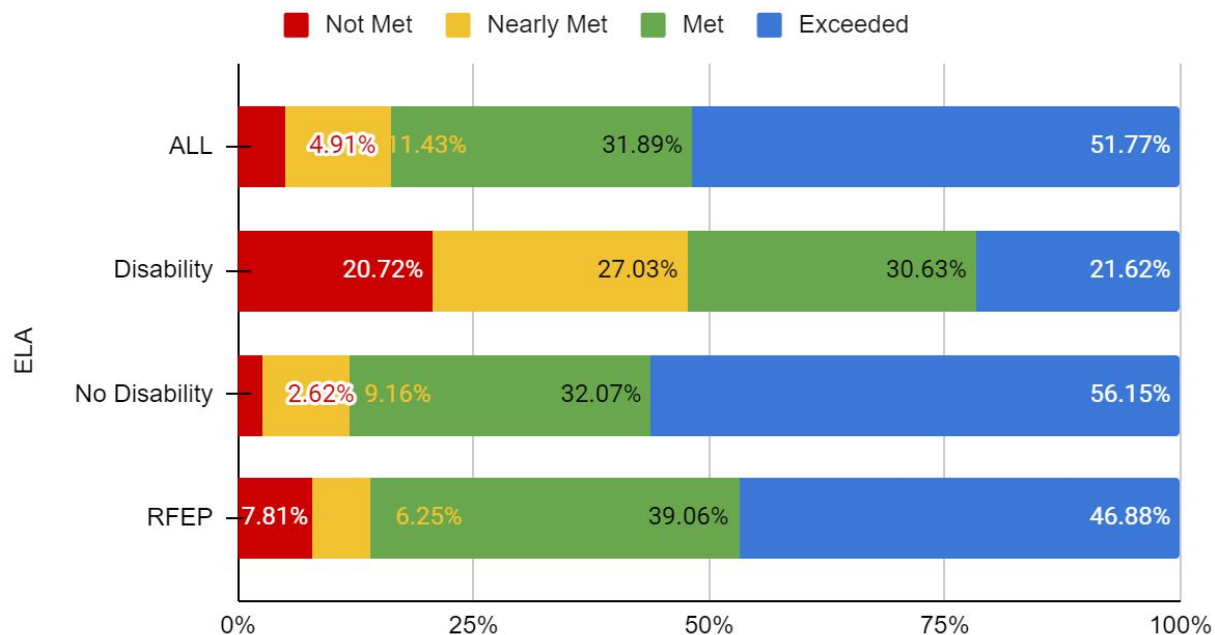
How do we design inclusive learning experiences to ensure success for all students?

Our updates tonight:

- **Data spotlight**
- **Universal Design for Learning as an inclusive instructional framework-connecting the dots**
- **UDL work update: 2021-22 to 2022-23**

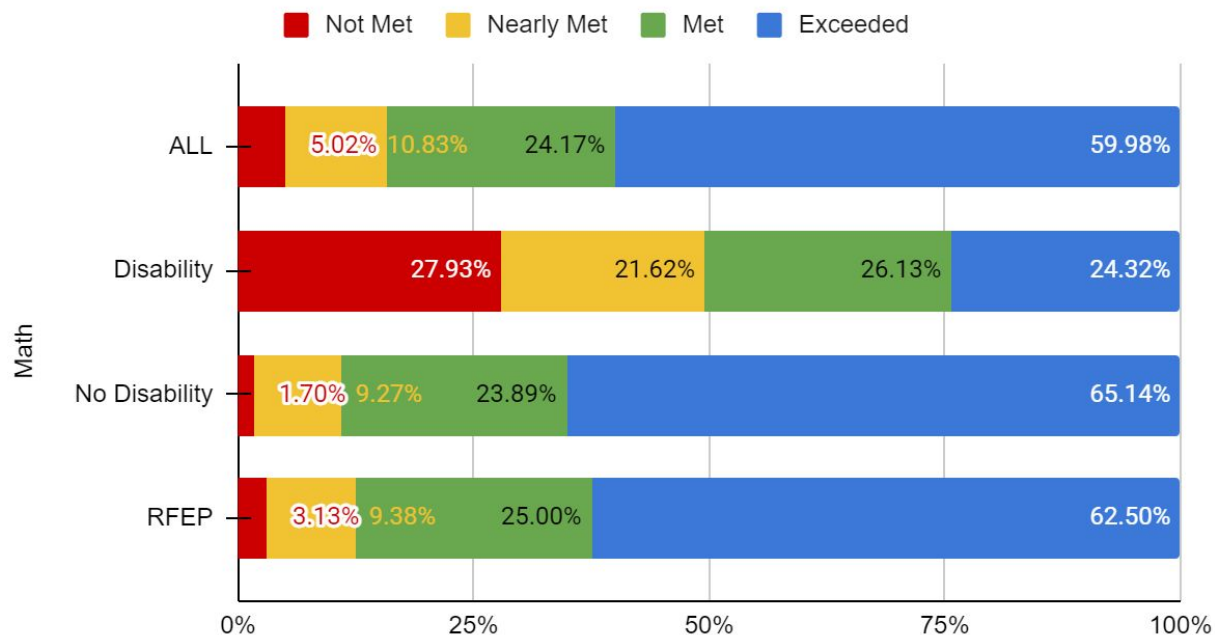
Data spotlight - ELA

2022 CAASPP Disaggregated Groups



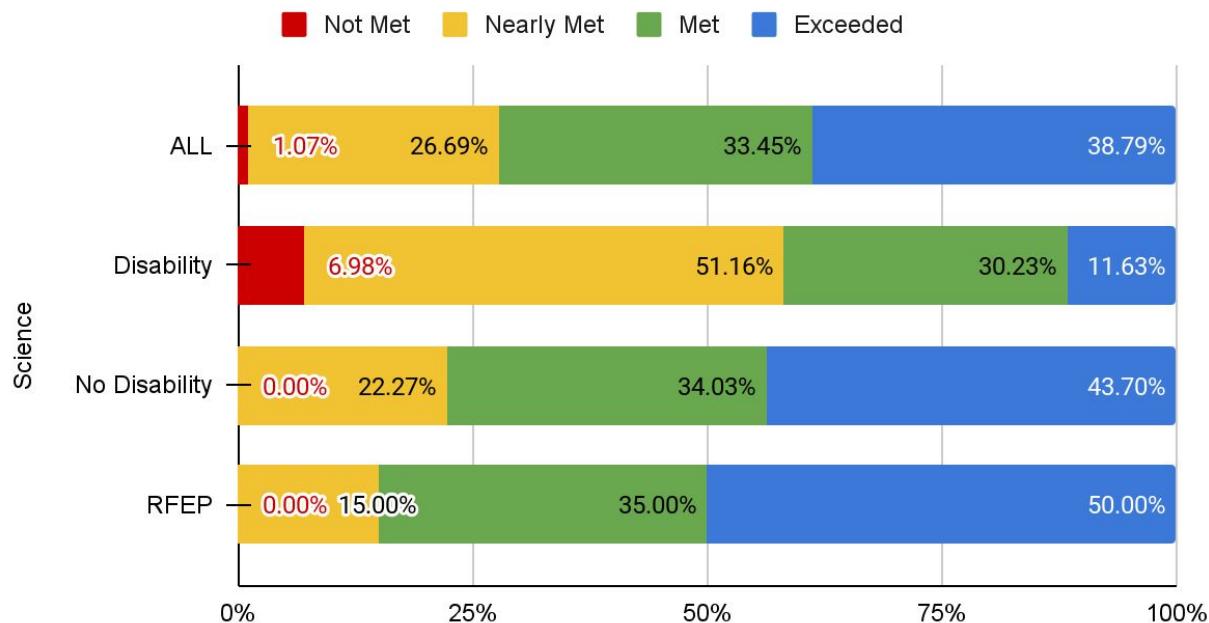
Data spotlight - Math

2022 CAASPP Disaggregated Groups



Data spotlight - Science

2022 CAASPP Disaggregated Groups



The background is white and decorated with various educational and mathematical icons. At the top, there are blue circular patterns, a plus sign, a squiggly line, an open book, and an equals sign. On the left, there is a pencil, a star, a squiggly line, and a yellow notepad. On the right, there is an orange arrow, a beaker with orange liquid, a plus sign, a small circle, a glue bottle, and a yellow ruler. At the bottom, there are more blue circular patterns, a squiggly line, a percent sign, a star, and a small 'x' symbol.

How do we design inclusive learning experiences to ensure success for all students?

What is Universal Design for Learning?



Why UDL?



Basic Tenets of UDL

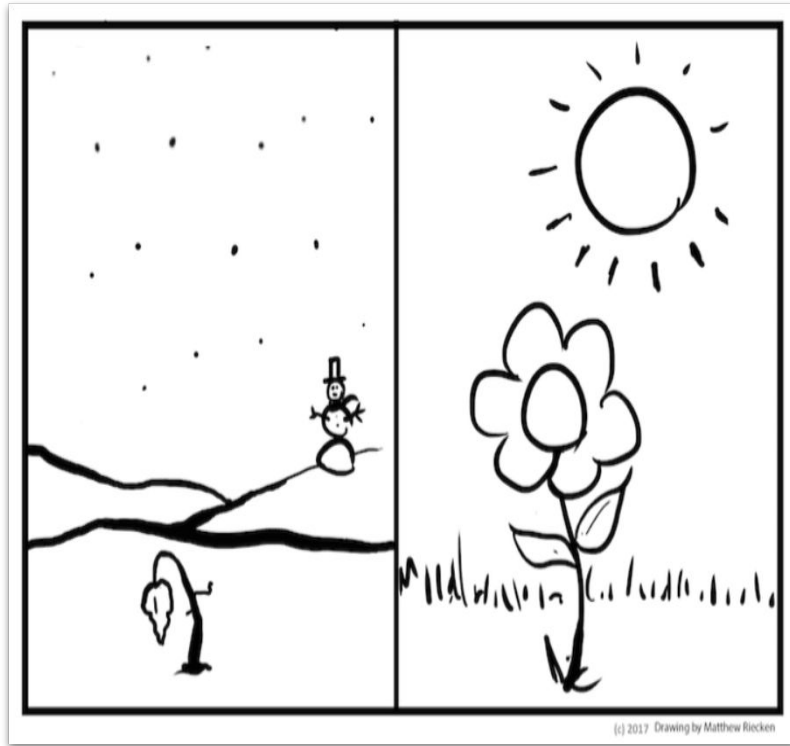
3 Embedded Concepts within UDL

- 1. Variability**
- 2. Flexibility**
- 3. Accessibility**



Variability is the norm- within learner and across learners

It is predictable and can be planned for!



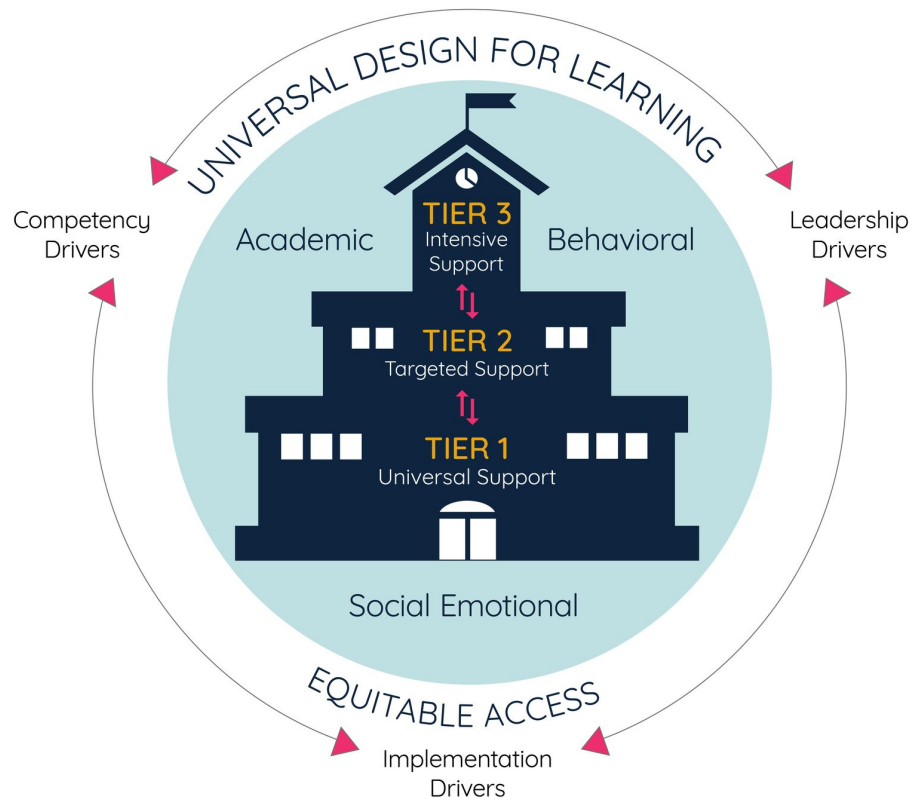
**Environment/
Context Matters-
Barriers in the
design and not
the learner!**

Firm Goals+Flexible and Accessible Means

= When the design provides open pathways for all students to (a) interact with the curriculum's methods and materials and, (b) achieve the goal(s) as demonstrated through the assessments.



Multi Tiered System of Student Support and Universal Design for Learning- connecting the dots



MULTI-TIERED
SYSTEM OF SUPPORT

California MTSS Continuum of Support

Universal Design for Learning and differentiated instruction are integrated and implemented at all levels of the continuum of support to ensure the academic, behavior, social-emotional, and mental health development of ALL students in the most inclusive and equitable learning environment.



ALL STUDENTS

UNIVERSAL SUPPORT

Evidence-based practices are accessible by ALL students where the integration and implementation of Universal Design for Learning and differentiated instruction support academic, behavior, social-emotional, AND mental health development.



SOME STUDENTS

SUPPLEMENTAL SUPPORT

Additional services are provided to some students to support academic, behavior, social-emotional, and/or mental health through the integration and implementation of Universal Design for Learning and differentiated instruction. Supplemental supports are provided in addition to, not in place of universal supports, and available to all students regardless of identification for specialized services based on need through the use of diagnostic and progress monitoring assessments.



FEW STUDENTS

INTENSIFIED SUPPORT

Targeted supports are provided to students with greater needs to support academic, behavior, social-emotional, and/or mental health through the integration and implementation of Universal Design for Learning and differentiated instruction. Intensified supports are provided in addition to, not in place of universal supports, via specialized service providers, and available to all students regardless of identification for specialized services based on need through the use of diagnostic and progress monitoring assessments.

2021-22 Review

- Coherence Document: Focus on building awareness of UDL for the first time.
- All staff Learning on Foundational understanding of MTSS and UDL.
- Leadership Team Learning: Book Study during our Leadership Team Meetings.- UDL playbook for School and District Leaders

2022-23- Deepening UDL implementation

- District Coherence Document Priority: Operationalize UDL as an instructional practice framework
- Comprehensive approach and high quality learning
- Systematic implementation with focus on Capacity building
- Principal Leadership: UDL informed teacher goal setting and support with continued learning
- August Leadership retreat: Focus on site implementation support and UDL look fors

Partnership with Novak Education -

UDL trailblazer team - a core team of teachers and our instructional coaches across our district- Intensive UDL learning-In person and virtual coaching. The team will meet 6 times throughout the year.

Leadership learning and coaching

All staff learning: Oct 10 Professional Learning Day- focus on implementation facilitated by the same coach. Product of Practice included creating choice boards to provide multiple pathways

= Follow up: **Nov. 1 Professional Learning Day**: included UDL choice time; to process the learning from Oct. 10 and continue the work. Highlights of the learning shared by staff: Focus on Standards based Lesson Design and UDL

- UDL exemplar lessons were accessed and processed
- The infographic and video on UDL helped a better understanding
- The Venn Diagram (UDI and DI) and implementation rubric
- Element of choice as integral to UDL
- Lesson Design template as a useful tool to proactively design for barriers
- Use of accommodations for all.
- Content vs. Process standards reflection
- Connection between Math tasks and UDL!
- Nearpod as a UDL tool

Our work forward

- Our educators - consummate professionals have begun to implement and iterate based on their learning so far!
- Each of our site leaders and coaches have done follow up work with staff on creating the conditions and support for our educators to continue to learn, reflect and grow their inclusive instructional practice.
- Our next board update: we aim to include our educators to share examples of UDL based lessons.



The vision of All means Each:

**How do we design inclusive learning
experiences to ensure success for
all students?**

