

Student Equity Plan Activities & Support; Math and English

Overall Population

Metric	Activities	Support
Completed Both Transfer-Level Math and English Within the District in the First Year	<ol style="list-style-type: none"> 1. Align high school to college math and English curriculum/course content with regard to AB 705 (IP 2.1. Action Step 1.2) 2. Provide professional learning opportunities for English, ESL and math faculty to discuss alignment of curriculum with K-12 faculty (IP 6.1. Action Step 1.5) 3. Develop Math orientation 4. Evaluate effectiveness of math and English companion courses (IP 6.1. Action Step 1.3.1.) 5. Explore offering late start classes in math and English and other support options such as success workshops (IP 6.1. Action Step 1.3.3) 6. Provide professional development opportunities to share best practices in increasing student success and implementing AB 705 (IP 6.1. Action Step 1.4.) 7. Identify specific Math/English skills that are needed in core content courses that previously had prerequisites and develop innovative strategies to respond (IP 6.2. Action Step 2.1.) 8. Research and implement best practices for supplemental instruction and scheduling, such as tutoring, workshops, brush up credit/non-credit courses. (IP 6.3 Action Step 2.3) 	<ol style="list-style-type: none"> 1. Educational Success, Outreach, English, Math 2. Educational Success, English, Math, Outreach 3. Math, Counseling, Educational Success 4. Math, English, PRIE 5. Educational Success, English, Math 6. Educational Success, English, English Skills, Math 7. Educational Success, Academic departments 8. Educational Success, Tutoring & Learning

2019 Student Equity Goals, Activities, Resources for Disproportionate Impact Groups

Metric	DI Group	Activities	Support
Completed Both Transfer-Level Math and English Within the District in the First Year	<ul style="list-style-type: none"> • Male Hispanic or Latino • Female More than One Race • Female Black /Af. Am • Female Disabled • Male Disabled 	<ol style="list-style-type: none"> 1. Focus equity flex activities on effective pedagogy, classroom management and teaching strategies for identified focused/targeted groups to address gaps (E.1.2. Action Step 1) 2. Develop equitable practice and policies designed to support differences in the contexts of students' learning—not to treat all students the same. (E.1.3. Action Step 2) 3. Gather and incorporate student voice (E1.1. Action Step 3) 4. Reach out to first semester students who are not enrolled in math or English and encourage them to add using email or student ambassadors to call 	<ol style="list-style-type: none"> 1. Student Activities & Advocacy, Learning Communities, Educational Success, Professional Learning 2. Academic departments, Educational Success, Professional Learning 3. Student Activities & Advocacy, Educational Success, EOPS, Learning Communities 4. Enrollment Services,

		<ol style="list-style-type: none"> 5. Provide specialized tutoring for students with disabilities in the subjects of English and Math 6. Access and utilize literacy software and assistive technology to support students with reading difficulties and disabilities 7. Provide specialized curriculum to develop foundational skills in the areas of English and Math for students with disabilities 8. Provide professional development and training to peer tutors and instructional aides on Universal Design for Learning and effective strategies for tutoring students with disabilities 	<p>Counseling, Outreach, Learning Communities</p> <ol style="list-style-type: none"> 5. SAS, Math, English 6. SAS, English, English Skills, Educational Success 7. SAS, Math, English, English Skills 8. SAS, Math, English, English Skills, Educational Success, Tutoring & Learning
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