



Equity,  
Disproportionality  
& Design



# Annual Report 2022



# Our Promises



## Disproportionality

We empower regions to build systems where decisions about educational placements are equity-focused.

**2,426,890** children in systems where we work

.....



## Systems

We support the enabling educational system so all children receive instruction and support at a level they need.

**37** school systems participating in MTSS services

.....



## Capacity Development

We support organizations and individuals to create equitable environments for children to learn.

**42** partner organizations supported

.....



## Data Use

We tap into the power of data to foster transparency and build inclusivity.

**25** districts with increased access to disproportionality data

# Overview

*The data in this report represents new work occurring after the last annual report. [Readers should review previous annual reports for a full scope of ED&D's progress.](#)*

In 2021-2022, the school districts and SELPA regions we served continued to face challenges as schools reopened for in person instruction. From small school districts like Amador County to large urban school districts in Los Angeles and San Diego, SELPA regions across the state have worked under extremely difficult conditions to pursue their goals to reduce disproportionality. Due to the continued effects of the Covid-19 pandemic, we provided professional development and support to SELPAs and LEAs using a virtual format. This allowed us to broaden our reach across California.

Using a tiered services model, we serviced 42 systems around communicating and using data effectively and addressing system-level changes to reduce disproportionality. Universal support included capacity building through Blog posts, Podcasts, professional development workshops and presentations at local and state conferences.

Targeted support included professional development geared toward specific LEA identified needs, use of the Equity Dispro Data System (EDDS) and providing practical routines to integrate equity and data into regular existing meetings. Intensive support included individualized coaching sessions with LEA teams regarding implementation of multi-tiered systems of support (MTSS) in the areas of academics, social-emotional learning and behavior, as well as intensive data analysis with LEAs examining disproportionality data trends.

We ended our year in collaboration with the California Department of Education (CDE) by redesigning and providing Compliance and Improvement Monitoring (CIM) Disproportionality Technical Assistance for Targeted Level 2 and Level 3. Our use of the human centered approach included conducting empathy interviews with practitioners to create a growth focused experience for LEAs striving to reduce disproportionality and create lasting change in their LEAs.

As in previous years, we proudly share the impact of our work for the 2021-2022 grant year. Our annual report includes results from statewide indicators in the areas of disproportionality, efforts to build capacity at the SELPA regional level, systems improvement through MTSS, and the impact of our EDDS data project. We also share these results by service location.

**The ED&D Project concludes in June 2023. Our team continues to develop project ideas that would scale our practical and user-friendly brand of equity work to even more educational systems beyond 2023. As we near the end of the project timeline, our team is focusing on securing funding to reach our goal of preventing disproportionality in schools.**

# Timeline

## 2018

We responded to California’s goal to have zero percent of districts have a disproportionate representation of racial and ethnic groups in special education that results from inappropriate identification. We proposed assisting districts to engage in a self-assessment process using data analysis to reduce disproportionality. Through statewide coaching we proposed building a network of practitioners and communities of practice to assist the state in achieving these goals.

## 2019

We embarked on an epic journey with support from our IDEO/ Teachers Guild partners to launch a design thinking team with the goal of transforming our community’s passion for equity into services that influence outcomes for our students.

## 2020

We began providing direct support to school districts around the state launching our training series on Awareness, Action, and Scale. The first half of the year focused on building the ED&D community design teams and introducing them to our SELPAs. The second half involved applying the work of our design teams to our preventive tools and services. We developed our relationships with SELPAs in order to work together to improve awareness about disproportionality, empowering our partners with tools for action, and activating our community networks to scale these efforts.

## 2021

We introduced a different delivery model, due to the Covid-19 pandemic, shifting to virtual workshops and coaching support to continue our approach to use and communicate data effectively and address system-level changes. We provided nearly four dozen systems with crucial support, including workshops for improving instructional and intervention systems, data use, capacity building for SELPA leaders, and our newest offering—podcasting best practices that support the creation of bias-free environments for students with disabilities.



# Disproportionality

**In partnership with our communities, SELPAs, local education agencies and non-profit support providers,** ED&D works with school districts and special education leaders to examine how a student’s background characteristics affect their chance of special education eligibility and the possible system-level reasons these outcomes exist. ED&D’s work uncovers the root causes of disproportionality with the purpose of building an equitable special education experience for all students.

# 2,677,608

..... outcomes

In California, more than 2.6 million students attend schools in systems where disproportionality affects educational outcomes. ED&D partners with 90 school districts across the state serving nearly 2.5 million students to reduce the causes of disproportionality in special education eligibility.

ED&D’s dual focus on human-centered design and using systemic practices (including MTSS and data use) present the greatest opportunity for system and student-level change regarding inequitable school outcomes. ED&D’s innovative approach has substantially increased awareness of disproportionality in each of these 90 systems and has empowered these systems to act on disproportionality causes in a time when the added stressors introduced by the pandemic have the potential of compounding the problem.





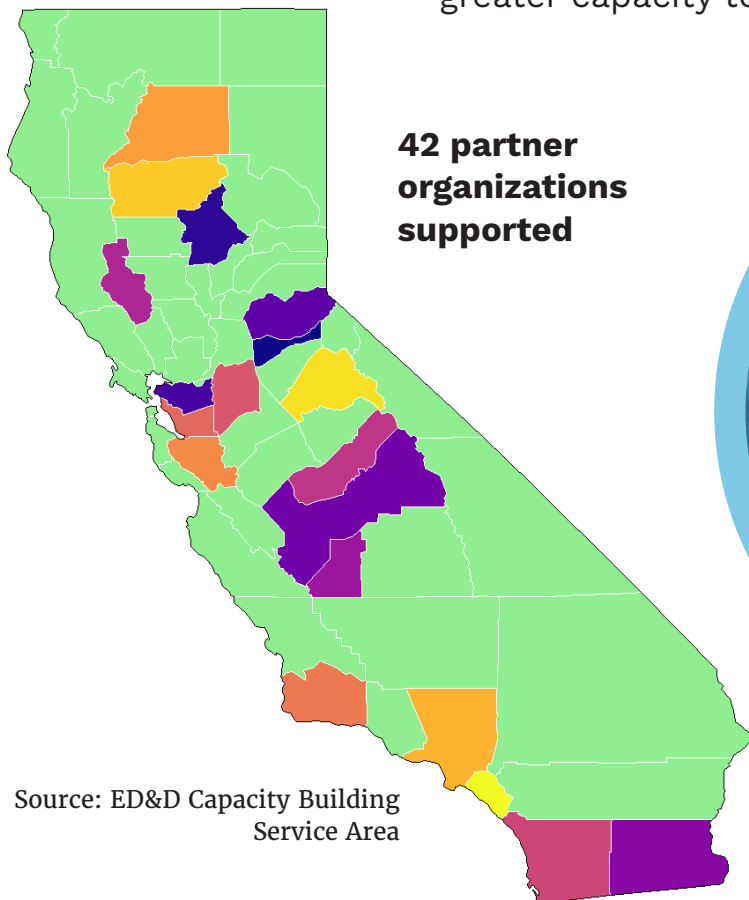
# Capacity Development

**ED&D launched a set of “action-oriented” capacity development tools to support SELPAs to address disproportionality.** This approach involves embedding data literacy efforts in a local systems approach. The process begins with examining and analyzing local systems data. ED&D and its SELPA partners then co-create action plans for communicating and interpreting disproportionately evidence. ED&D then coaches SELPA leaders to build the associated capacities of their districts to support and strengthen data use in these systems. The final product is a highly participatory co-designed process with clear steps for progress.

## Capacity Development Data

# 2,426,890

..... Students with access to school systems with greater capacity to address disproportionality.



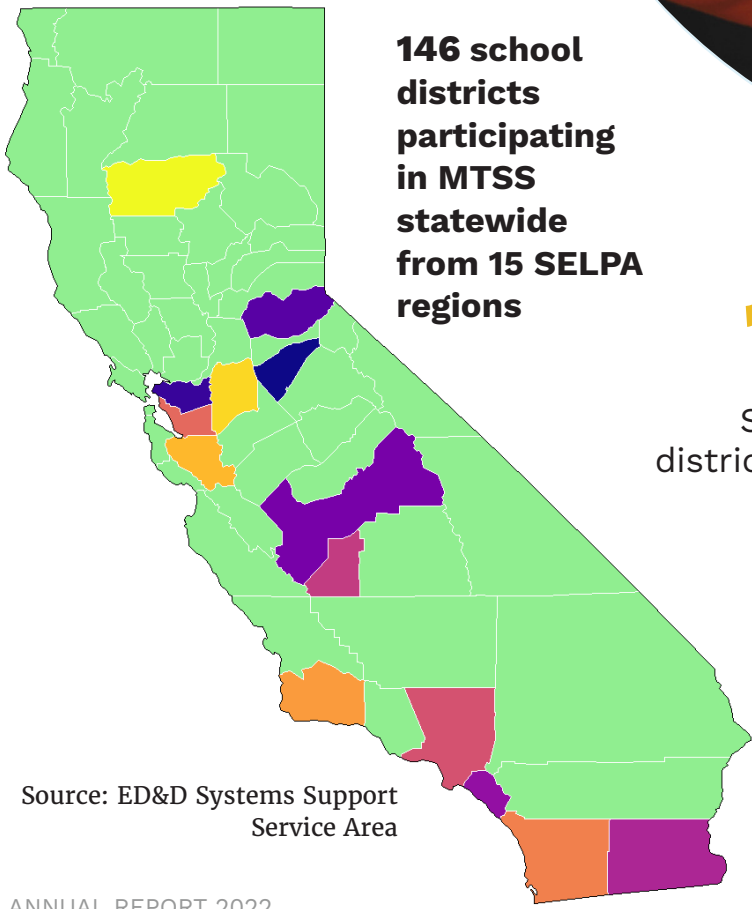


# Systems

**ED&D supports MTSS cohorts representing 37 school districts.** MTSS is an integrated framework that focuses on “instruction, differentiated learning, individualized student needs, and the alignment of systems necessary for all students’ academic, behavior, and social success” (California Department of Education, 2020). MTSS identifies the necessary supports for students at different tiers of instruction; ED&D ensures the systems providing these supports are effectively aligned to the students’ needs.

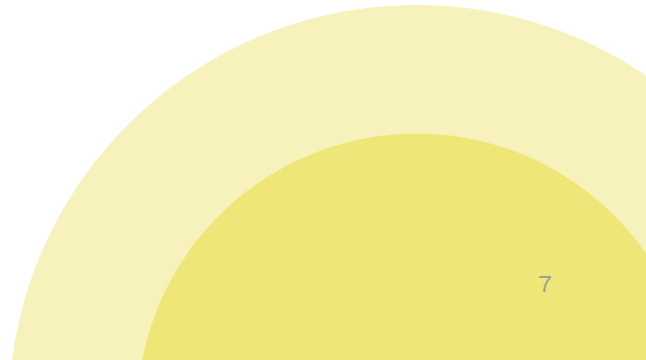


# Systems Data



# 1,286,383

Students with access to school districts with improved instructional and intervention systems.



# Data Use



**ED&D expanded the collection of tools and services called the Equity Dispro Data System (EDDS).** The EDDS Project helps District Leaders use data to promote equity for students with disabilities. ED&D built EDDS on the belief that successful outcomes rely not only on the availability of data, but on the relationship with the educators using it. EDDS users learn to access disproportionality data through small group instruction. They also work with the ED&D team to understand and analyze the data. And last, they network with other educators to improve their data use for promoting equity.

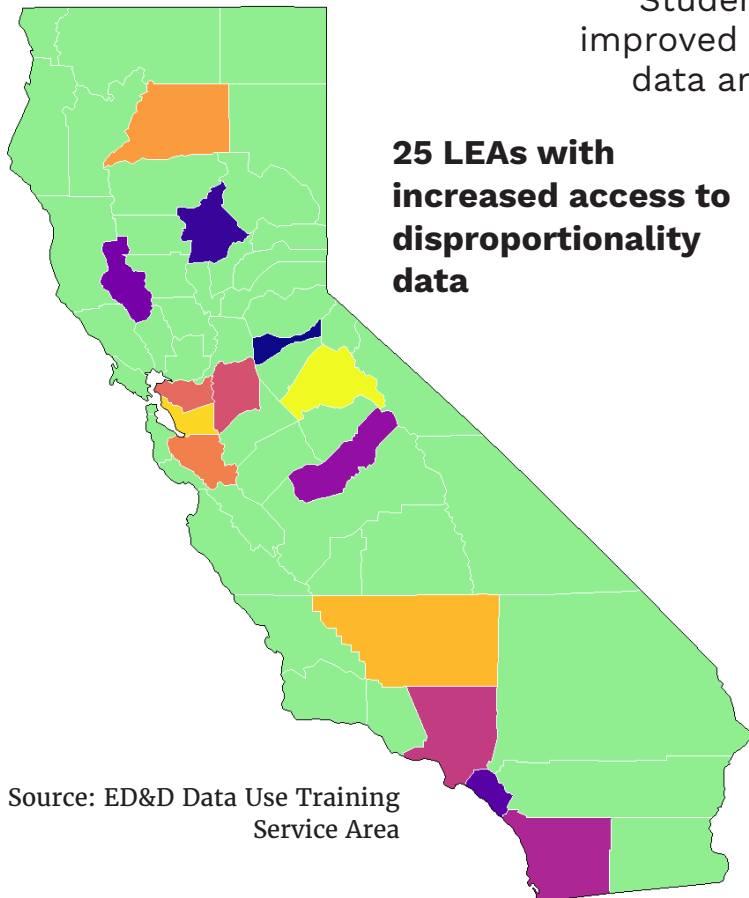


ED&D built EDDS on the belief that successful outcomes rely not only on the availability of data, but on the relationship with the educators using it. EDDS users learn to access disproportionality data through small group instruction. They also work with the ED&D team to understand and analyze the data. And last, they network with other educators to improve their data use for promoting equity.

# Data Use Data

# 479,929

Students enrolled in systems with improved access to disproportionality data and capacity to communicate and act on the data.



Source: ED&D Data Use Training Service Area





# Targeted Technical Assistance

In March 2022, the ED&D Project began providing Technical Assistance (TA) for Local Education Agencies (LEAs) in Targeted Level 2 & 3 Disproportionality. The California Department of Education (CDE) identified 74 LEAs as Targeted Level 2 who were required to collaborate with ED&D throughout TA the process. Targeted Level 3 LEAs had the option to collaborate with ED&D.

This new project brought together the ED&D Team with the Focused Monitoring and Technical Assistant (FMTA) Units 2 & 3 from the Special Education Division of the CDE. The goal of ED&D was to incorporate a human centered focus and design thinking approach in the development of the new Compliance and Improvement Monitoring (CIM) process. The redesign process would include the opportunity for LEAs to engage in individualized team coaching sessions where the ED&D and FMTA representatives could address questions, concerns and provide guidance for LEA teams to embark in the TA journey in an organized manner.

Targeted level 2 LEAs were invited to attend an Onboarding session where the TA process and requirements were outlined. Then LEAs attended a series of workshops focused on TA components for the CIM process. This process is broken down into three steps: Gather and Inquire, Investigate, and Plan. The first step, Gather and Inquire took place between March and June of 2022 and was broken down into five trainings: Data Drill Down, Parent Input, Policies, Practices & Procedures Review, Educational Benefit, and Infrastructure Analysis.

Through the Step 1: Gather and Inquire training workshops, LEAs learned how to conduct Data Drill Downs, and how to use empathy interviews to gather parent input related to the identified area of Disproportionality. In collaboration with CDE, LEAs who attended were taught how to use the Special Education Compliance Monitoring System (SECMS) to complete the required Policies, Practice & Procedures Self-Review process. Additionally, LEAs were provided with optional training to complete the Educational Benefit and Infrastructure Assessment process, where LEAs could examine the educational benefit of students attending school within the LEA and examine policies and procedures that may hinder the LEAs effectiveness for providing special education services that meet the needs of all students.

The second step, Investigate, is scheduled to occur July-September; however, ED&D collaborated with FMTAs to design and provide the Root Cause Analysis (RCA) training for LEAs interested to attend an early training session in May. The third step, Plan, will occur October-November 2022. Throughout the TA process, ED&D will collaborate with FMTAs to support LEAs with the development of their CIM plans.

# Impact by Location



**AMADOR COUNTY** serves 1 LEA in the Jackson area and 3914 students. They partner with ED&D for EDDS workshops.

**ANAHEIM CITY** serves 6 LEAs in the Cypress area and 16161 students. They partner with ED&D for MTSS workshops.

**BUTTE COUNTY** serves 13 LEAs in the Oroville area and 30880 students. They partner with ED&D for EDDS workshops.

**CALAVERAS COUNTY** serves 5 LEAs in the Angels Camp area and 5050 students. They partner with ED&D for EDDS workshops.

**CLOVIS UNIFIED** serves 1 LEA in the Clovis area and 42790 students. They partner with ED&D for MTSS workshops.

**CONTRA COSTA** serves 16 LEAs in the Concord area and 80453 students. They partner with ED&D for MTSS workshops.

**DESERT MOUNTAIN** serves 20 LEAs in the Apple Valley area and 117435 students. They partner with ED&D for EDDS workshops.

**EL DORADO CHARTER** serves 99 LEAs across California and 10346 students. They partner with ED&D for EDDS workshops.

**EL DORADO COUNTY** serves 14 LEAs in the Placerville area and 27997 students. They partner with ED&D for MTSS workshops.

**FOOTHILL** serves 3 LEAs in the Glendale area and 43616 students. They partner with ED&D for EDDS workshops.

**FRESNO COUNTY** serves 30 LEAs in the Fresno area and 3198 students. They partner with ED&D for MTSS workshops.

**FRESNO UNIFIED** serves 1 LEA in the Fresno area and 72419 students. They partner with ED&D for MTSS workshops.

**GARDEN GROVE UNIFIED** serves 1 LEA in the Garden Grove area and 40124 students. They partner with ED&D for MTSS workshops.

**IMPERIAL COUNTY** serves 16 LEAs in the El Centro area and 36607 students. They partner with ED&D for MTSS workshops.

**KINGS COUNTY** serves 13 LEAs in the Hanford area and 35094 students. They partner with ED&D for MTSS workshops.

**LAKE COUNTY** serves 7 LEAs in the Lakeport area and 9540 students. They partner with ED&D for EDDS workshops.

**LONG BEACH UNIFIED** serves 1 LEA in the Long Beach area and 69708 students. They partner with ED&D for EDDS workshops.

**LOS ANGELES COUNTY CHARTER** serves 27 LEAs in the Los Angeles area and 1334 students. They partner with ED&D for EDDS workshops.

**LOS ANGELES UNIFIED** serves 1 LEA in the Los Angeles area and 574996 students. They partner with ED&D for MTSS workshops.

**MADERA-MARIPOSA** serves 17 LEAs in the Madera area and 33291 students. They partner with ED&D for EDDS workshops.

**MID CITIES** serves 4 LEAs in the Castro Valley area and 37275 students. They partner with ED&D for EDDS workshops.

**NORTH COASTAL** serves 15 LEAs in the San Marcos area and 114434 students. They partner with ED&D for EDDS workshops.

**NORTH REGION** serves 5 LEAs in the Albany area and 26999 students. They partner with ED&D for MTSS workshops.

**NORWALK-LA MIRADA** serves 1 LEA in the Norwalk area and 16209 students. They partner with ED&D for EDDS workshops.

**OAKLAND UNIFIED** serves 1 LEA in the Oakland area and 48709 students. They partner with ED&D for MTSS workshops.

**SAN DIEGO CITY UNIFIED** serves 1 LEA in the San Diego area and 118523 students. They partner with ED&D for MTSS workshops.

**SAN JOAQUIN COUNTY** serves 10 LEAs in the Stockton area and 77026 students. They partner with ED&D for EDDS workshops.

# Impact by Location



**SAN JUAN UNIFIED** serves 1 LEA in the Carmichael area and 50762 students. They partner with ED&D for EDDS workshops.

**SAN RAMON VALLEY UNIFIED** serves 1 LEA in the Danville area and 30726 students. They partner with ED&D for EDDS workshops.

**SANTA BARBARA COUNTY** serves 25 LEAs in the Santa Barbara area and 67129 students. They partner with ED&D for MTSS workshops.

**SANTA CLARA I-IV, VII** serves 26 LEAs in the San Jose area and 149426 students. They partner with ED&D for EDDS workshops.

**SANTA CLARITA** serves 6 LEAs in the Santa Clarita area and 45543 students. They partner with ED&D for EDDS workshops.

**SHASTA COUNTY** serves 29 LEAs in the Redding area and 26315 students. They partner with ED&D for EDDS workshops.

**SIERRA SANDS** serves 1 LEA in the Ridgecrest area and 4950 students. They partner with ED&D for EDDS workshops.

**SOUTH BAY SERVICE** serves 7 LEAs in the National City area and 93655 students. They partner with ED&D for MTSS workshops.

**SOUTHEAST CONSORTIUM** serves 12 LEAs in the San Jose area and 116375 students. They partner with ED&D for EDDS workshops.

**TEHAMA COUNTY** serves 13 LEAs in the Red Bluff area and 10825 students. They partner with ED&D for MTSS workshops.

**TRI-VALLEY** serves 6 LEAs in the Pleasanton area and 44646 students. They partner with ED&D for EDDS workshops.

**TUOLUMNE COUNTY** serves 12 LEAs in the Sonora area and 5685 students. They partner with ED&D for EDDS workshops.

**WEST ORANGE COUNTY** serves 5 LEAs in the Huntington Beach area and 45519 students. They partner with ED&D for EDDS workshops.

**WHITTIER CO-OP** serves 7 LEAs in the Whittier area and 41206 students. They partner with ED&D for EDDS workshops.



# Closing



## Partner With Us

ED&D wants to give everyone opportunities to contribute to our mission of preventing disproportionality and promoting equity in schools. We honor every member of our community, no matter how small or big the contribution. If you want to know how you can do more, email us and let's brainstorm together. Wherever you are in your education career, we want to offer you a system and the freedom to participate in the way that's right for you at any given moment.

**We want to help schools and educators build an equitable education experience for all students. We believe that together, we can design the future of education to provide support for students.**



### 2022-2023 Upcoming Events

**Equity Dispro Data System (EDDS) Project Training**

**Partnership with the National Center for Urban School Transformation (NCUST)**

**Multi-Tiered System of Support (MTSS) PBIS and Academic Cohorts**

**Disproportionality Technical Assistance, Targeted Level**



### Resources & Stories

**Website** <https://equityanddesign.com>

**Newsletter** <https://eepurl.com/gFvGUj>

**Upcoming Events** <https://equityanddesign.com/upcoming-events>

**Technical Assistance** <https://equityanddesign.com/technical-assistance-support>

**Podcasts** <https://equityanddesign.com/podcast>

# Contact Our Team

The **ED&D** project team in partnership with CDE and CCEE builds capacity of SELPAs to support LEAs in developing and implementing evidence-based practices for students with disabilities (SWD). To learn more about this work or to get involved, please reach out to the **San Diego South County Special Education Local Plan Area** team.



**Russell Coronado**  
Executive Director  
rcoronado@sdcoe.net



**Adrienne Bautista**  
Program Clerk  
adrienne.bautista@sdcoe.net



**Ryan Estrellado**  
Executive Consultant  
restrellado@sdcoe.net



**Marcus Jackson**  
Executive Consultant  
marcus.jackson@sdcoe.net



**Erin Mahoney**  
Executive Consultant  
erin.mahoney@sdcoe.net



**Olivia Rivera**  
Executive Consultant  
olivia.rivera@sdcoe.net

