

Universal Design for Learning Network

Launched in 2022-23, the [Universal Design for Learning Network \(UDLN\)](#) brings together district and county office teams alongside state partners to strengthen classroom instruction using principles of Universal Design for Learning (UDL). Each participating district team develops and tests a local Theory of Action focused on expanding access and removing barriers to grade-level learning, then uses student perception data and classroom evidence to refine their strategies and monitor progress towards student outcome goals..

7

LEAs participating

1,944

Teachers supported

40,401

Students served

4

State partners

How the network works

PLAN

Theories of Action

Each district names the barriers to learning it will address and tests strategies aimed at removing them.

LEARN TOGETHER

Network meetings

Teams share progress, examine emerging evidence, and give feedback on each other's plans.

REFLECT

Facilitator support

One-on-one meetings help each district review its data and adjust strategies in real time.

MEASURE

Student surveys

UDL Student Perception Surveys, given three times a year, keep student voice at the center.

Supported by statewide partners

Three grant partners bring expertise in inclusive education, literacy, and UDL implementation: **Supporting Inclusive Practices** (SIP), the **California Coalition for Inclusive Literacy** (CCIL), and **Open Access. WestEd** facilitates the network's learning and improvement work, and CCEE provides overall leadership and coordination.

Seven districts, seven local paths to UDL

Acalanes UHSD pairs UDL with Algebra 1 co-teaching to improve course success and graduation readiness.

Culver City USD uses UDL as its districtwide inclusion framework to expand access to grade-level learning.

Davis Joint USD connects UDL to antibias work through its UDL & Mitigating Bias video series.

Guadalupe Union SD integrates UDL with social-emotional learning to build self-regulation and belonging.

Lompoc USD applies UDL to broaden inclusive participation and engagement.

Morongo USD uses a gradual-release model to design lessons that are accessible from the start.

Nevada Joint UHSD uses instructional rounds in Integrated Math 1 to examine UDL practice and lift engagement.

Each team presented its Theory of Action to the network and refined it with feedback from peers and partners.

What participants told us

Every participant agreed that network sessions were high quality and relevant, and nearly all said they could use the materials right away.



Quality: sessions gave meaningful guidance for using UDL in classroom instruction.

Relevance: sessions fit districts' UDL implementation efforts.

Usability: materials could be put to use right away.

“Having a network allows us to lead this work more skillfully. We should not attempt to lead change alone or without learning from the experiences of others ... This gives us a place to try on ideas, hear inspiring and cautionary tales, and pushes on the assumptions or patterns that may be barriers to progress.

Network participant