



FACING
HISTORY
AND
OURSELVES

WELCOME!

Meeting #3

Equity Learning and Action Working Group YEAR 2

**Facilitator: Brian Fong
(he/him)**

On a 1-9 rubber duck scale, how are things going today?

Type # in
the chat
box



Purpose & Agenda



- **Purpose of the Equity Working Group:**
 - Develop a shared understanding of educational equity and equitable practices
 - Examine and provide input to the Superintendent regarding District policy and procedures to ensure equitable practices and systems
- **Immediate Equity Working Group Actions:**
 - Institutionalize equitable practices and policies at the district and school level

2020-2021 Working Goals on Equity

District Goals

1. Raise equity consciousness of staff, students and community members.
2. Improve instruction so that all students prosper and grow. Use assessments and data to show individual student growth. Reduce predictability of student achievement.
3. Use the lens of equity in decision making, policy making, and instructional decisions.

What Will We Learn?

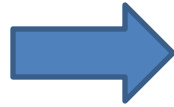
How can we nurture a community of belonging for all members of the school district?



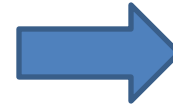
Facing History's Role



Our Personal Experiences



Our Perception of Others



Our Actions Towards Others

District Learning Committee

4:00 – 5:30pm via Zoom

Meeting #4 - Thursday April 29, 2021

Agenda



- Year 2 Learning Theme: Developing a Critical Consciousness for Equity and Justice
 - Racial Equity Detours
- Year 2 Plan
 - Sharing: District and Site Equity Committee activity
 - Community Equity and Inclusion Survey
- Closing & Next Steps

Community Practices



Which one of these behaviors is most important to you to having meaningful conversations? Why?

1. _____ (please add!)
2. Listen with respect and to learn. We are all coming into this with different experiences and knowledge.
3. Share the air: create space and time so that everyone has the opportunity to speak.
4. Assume positive intentions. Ask questions to clarify.
5. Use “I” statements; avoid generalizations about the experiences of other peoples and groups.
6. Challenge the idea and not the person. Respectfully voice your concern.
7. Expect non-closure, seek next steps. This work is both process and product, today is just one step.

Cultivating Community



FACING
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CASE STUDIES ON DIVERSITY AND SOCIAL JUSTICE EDUCATION

Second Edition

PAUL C. GORSKI AND SEEMA G. POTHINI



“4 racial equity detours that create an illusion of progress toward equity while cementing, or even exacerbating, inequity...They are the anti-anti-racism.”

Pacing-for-Privilege Detour

“...Meeting people where they are” when “where they are” is fraught with racial bias and privilege.

Poverty of Culture Detour

“..we too often attribute educational disparities to student’s cultures. We cannot allow racism-infused misperceptions of their cultures to justify our failure to create racially just schools.

Deficit Ideology Detour

Equity initiatives should focus on eliminating conditions that marginalize students—never on fixing students of color.

Celebrating Diversity Detour

..many “celebrating diversity” initiatives are crafted to help white students learn about diversity—not racism, but diversity—in ways that will be most comfortable for them.



“Avoiding Racial Equity Detours” continued

1. 5 Principles of Equity Literacy (avoiding detours)
bottom of page 4
2. As you individually revisit these 5 racial equity detours for 10 min,
 1. Which of the 5 principles feels most accessible for you and your school community?
 2. Which of the 5 principles might be the most challenging to put into practice? why?



“Avoiding Racial Equity Detours” continued

Breakout Groups of 4-5: 10 min

- Please introduce yourself
- Take turns sharing your reflection before having a discussion
- Which of the 5 principles feels most accessible for you and your school community?
- Which of the 5 principles might be the most challenging to put into practice? why?

Sharing from School Sites

1. Lucas Valley Elementary School
2. Mary E. Silveira Elementary School
3. Miller Creek Middle School
4. Vallecito Elementary School

Choose any aspect to reflect and share about your site-based committee meetings. (5 -7 min each site)

1. what aspects have been affirming of the EDI mission?
2. what have been moments of learning?
3. what ideas are being generated?

Institutionalizing Equity at the District and School Level

Guiding Question

How do we establish systems that work to call attention to patterns of inequity in student outcomes, systems, and practices using a district and site committee structure?

Actions

- District Equity Committee
 - Site Based Diversity, Equity, and Inclusion Committees
1. Review updated draft [MCSD District and Site Equity Committee Formation Document](#)

Institutionalizing Equity at the District and School Level Jamboard Feedback

Ideas for Consideration

- Adjusted graphic to have district at center and connect site DEI
- Shifted from EDI--> DEI

Clarifying Questions from JamBoard

| | |
|---|--|
| Q1: Will HSC be funding DEI focused events at each school site? | Idea 1: The HSC is a parent run organization. The budget for HSC is determined by the HSC executive council and voted on at a general meeting. |
| Q2: Could students get credit for participating in site committees? | K-8 students are not promoted based on credits. Committee work can be considered volunteer work by certain school sponsored organizations. |
| Q3: How might site teams communicate with each other? | Idea 1: Standing agenda item for site reps to report out at the District Committee. |
| Q4: How can site DEI committees get a larger group of families and community support? | |
| Q5: How can students become involved in the committees? | |
| Q6: How will site DEI members get info about and contribute to subcommittee work? | Idea 1: Two members from each site DEI will be invited to participate on a subcommittee. Idea 2: The District DEI Committee will help to identify areas of focus for the subcommittees. |
| Q7: Who is the district point person to ask about progress or status of DEI work? | Idea 1: Individual questions should be directed to site principals. Idea 2: During the District DEI meetings, a district representative will report out on subcommittee work and highlight other equity based work. |

Institutionalizing Equity at the District and School Level Jamboard Feedback

| | |
|--|--|
| <p>Q8: Will site DEI committees be able to operate independently or only with oversight from the district committee?</p> | <p>Idea 1: Site DEI committees will operate under the supervision of the site, but will have representatives on the District DEI and work to forward the work as described by the action statements.</p> |
| <p>Q9: How will teachers be engaged on the site level? What level of responsibility will they have? How do we ensure their participation and engagement?</p> | <p>Idea 1: Have 1-2 teacher representatives on the site and district DEI committees.</p> |
| <p>Q10: How is the school board involved?</p> | <p>Idea 1: The school board has identified members to serve on the District DEI committee. Idea 2: The District DEI will do an annual report highlighting the work.</p> |
| <p>Q11: How will the subcommittees operate?</p> | <p>The District Equity Committee will form two subcommittees annually to consider two areas of policy by reviewing the policy with the Equity Tool, identifying and reviewing relevant data to determine if the policy supports equitable practices, and provide recommendations to the superintendent, including review and feedback of input for the Local Control Accountability Plan. Subcommittees are composed of two representatives per school site, including a district employee and parent/guardian, and two representatives from the district office. Subcommittee areas of interest will be determined by the District Equity Committee and will focus on policy review and recommendations and may include policies that are related to personnel, grading, discipline, curriculum, etc.</p> |

Institutionalizing Equity at the District and School Level Jamboard Feedback

CHAT BOX

To what extent are you comfortable willing to try out this version?

On a scale of 1-5

1 being ABSOLUTELY

5 REALLY UNCOMFORTABLE

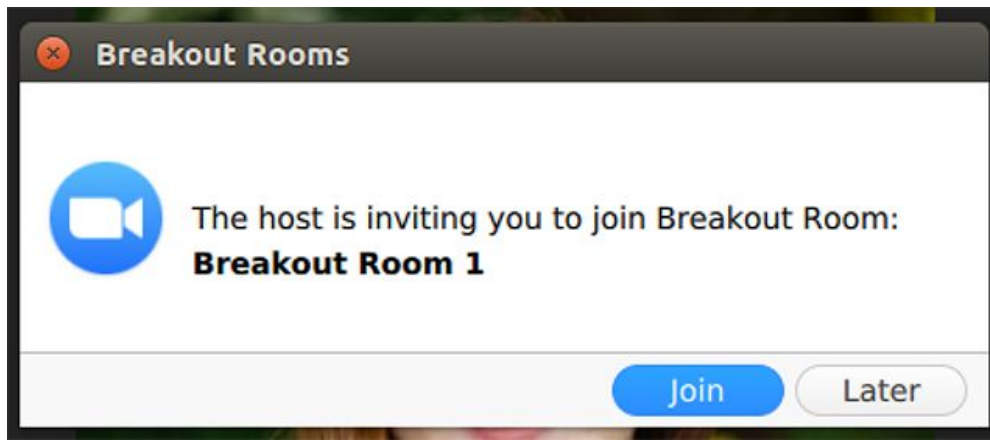
and any considerations? (please type in chat as well)

YEAR 2

Community Equity and Inclusion Survey

How are students and families thinking & feeling about equity and inclusion efforts at at the school level?

1. Review the sample survey questions (5 min)
Parent/Student Survey (teachers later)
2. Breakout Groups of 4 (7-10 min)
3. Tool: Comment feature on google-doc - write directly onto the document # matching your breakout room number



**Please remember
your breakout room #**



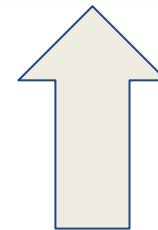
DRAFT

FAMILY/STUDENT SURVEY (ALL GRADE LEVELS)

PURPOSE: How are students and families thinking & feeling about equity and inclusion efforts?

REVIEWERS: Please comment on these proposed questions by typing directly onto this survey document.

1. What should be reworded? **TYPE DIRECTLY ONTO THIS DOCUMENT!**
2. What questions still need to be asked?
3. What questions should we consider removing?



Faculty & Staff Equity and Inclusion Survey

How are faculty and staff thinking & feeling about equity and inclusion efforts at at the school and district level?

Survey to be reviewed and administered after April 29th meeting of this District Equity, Diversity, and Inclusion Learning Committee

District Leadership will collect feedback on the draft and will communicate process for distribution of survey, data collection, and data analysis

Next Steps



Our Personal Experiences



Our Perception of Others



Our Actions Towards Others

District Learning Committee

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Meeting #4 - Thursday April 29, 2021

Closing



1. CHAT BOX: By participating in this learning group,
 1. **Required:** one thing I'm looking forward to/appreciating is _____.
 2. **Optional:** One Question that is raised for me _____
 3. **Optional:** General Comment