“Defining Equity in Manteca USD”
Four Agreements

1. Stay Engaged

2. Experience Discomfort

3. Speak Your Truth

4. Expect/Accept Non-Closure
WHAT IS YOUR STORY?
How does the intersection of your personal and professional identity impact how you lead for educational equity?

Reflective Question
“A fish is swimming along one day when another fish comes up and says “Hey, how’s the water?” The first fish stares back blankly at the second fish and then says “What’s water?”
SO WHY DO EQUITY GAPS EXIST?

Our Education System

"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."

- Albert Einstein
HISTORY OF PUBLIC EDUCATION

“WE CANNOT SOLVE OUR PROBLEMS WITH THE SAME THINKING WE USED WHEN WE CREATED THEM”

ANY SYSTEM PRODUCES WHAT IT WAS DESIGNED TO PRODUCE.

1948
Educational Testing Service is formed, merging the College Entrance Examination Board, the Cooperative Test Service, the Graduate Records Office, the National Committee on Teachers Examinations and others, with huge grants from the Rockefeller and Carnegie foundations. These testing services continued the work of eugenicists like Carl Brigham (originator of the SAT) who did research "proving" that immigrants were feeble-minded.

*Adapted from the work of content experts: National Equity Project, Tim Wise
HISTORY OF PUBLIC EDUCATION

REFLECTIVE QUESTIONS

1. What is the historical purpose of public education?
2. What is its impact on the current landscape of public education?
3. How do educators and board members perpetuate historical educational inequities?
4. What is the role of educators and board members to end educational inequities in the public school system?

*Adapted from the work of Equity content experts: National Equity Project, Race Forward*
People vs. The School System
“SOOO..... CONSIDERING THE INEQUITABLE SYSTEM THAT HISTORICALLY EXISTS, HOW DO WE REALIZE EQUITY IN MANTECA UNIFIED SCHOOL DISTRICT?”
The Blind Men and the Elephant
by John Godfrey Saxe (1816-1887)
30 SECOND ELEVATOR PITCH

• Write your definition of equity on a stickie note
• Find a partner
• In 30 seconds, share/listen to their equity statement
• Repeat the process with a partner 3 times
• Post your equity definition on chart paper
Defining Equity through "Good" Data

LADDER OF INFERENCE

Instead of jumping to "CONCLUSIONS," analyze and test the assumptions, meanings, selected data & observations that created them.

- Reflexive loop: our beliefs tend to affect what data we select next time.
- POOL OF OBSERVABLE "DATA"

Model by Chris Argyris (1923–2013)

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## Enrollment

### District Demographics

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foster Youth</td>
<td>186</td>
<td>0.8%</td>
</tr>
<tr>
<td>Homeless</td>
<td>728</td>
<td>3.1%</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>14,556</td>
<td>62%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>3,110</td>
<td>13.2%</td>
</tr>
<tr>
<td>English Learners</td>
<td>5,444</td>
<td>23.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>1,449</td>
<td>6.2%</td>
</tr>
<tr>
<td>Asian</td>
<td>2,109</td>
<td>9%</td>
</tr>
<tr>
<td>Filipino</td>
<td>1,247</td>
<td>5.3%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>13,234</td>
<td>56.3%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>825</td>
<td>3.5%</td>
</tr>
<tr>
<td>American Indian</td>
<td>104</td>
<td>0.4%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>238</td>
<td>1%</td>
</tr>
<tr>
<td>White</td>
<td>4,290</td>
<td>18.3%</td>
</tr>
</tbody>
</table>
California School Dashboard

Chronic Absenteeism: Orange
Suspension Rate: Orange
English Learner Progress: No Performance Color
Graduation Rate: Blue
College/Career: Blue
English Language Arts: Yellow
Mathematics: Orange
Basics: Teachers, Instructional Materials, Facilities: STANDARD MET
Implementation of Academic Standards: STANDARD MET
Parent and Family Engagement: STANDARD MET
Local Climate Survey: STANDARD MET
Access to a Broad Course of Study: STANDARD MET
English Language Arts

MANTECA USD

All Students

- No Students

Yellow

- 8.8 points below standard
- Increased 6.6 Points
- Number of Students: 12,033

Red
- No Students

Orange
- American Indian
- Foster Youth
- Students with Disabilities

Green
- Asian
- Filipino
- Two or More Races
- White

Blue
- No Students

No Performance Color
- No Students

Lowest Performance
- Red
- Orange
- Yellow

Highest Performance
- Green
- Blue
Mathematics

MANTECA USD

All Students

Orange

54.3 points below standard
Maintained 2.8 Points
Number of Students: 12,008

Red
American Indian
Foster Youth

Green
Asian

Orange
English Learners
Homeless
Two or More Races
Pacific Islander
Students with Disabilities

Blue
No Students

Yellow
African American
Filipino
Hispanic
Socioeconomically Disadvantaged
White

No Performance Color
No Students

Lowest Performance
Red
Orange
Yellow
Green
Blue
Highest Performance
Suspension Rate

All Students

Orange

5.2% suspended at least once
Maintained 0%
Number of Students: 25,139

MANTECA USD
Chronic Absenteeism

All Students

Orange

11.5% chronically absent
Increased 1.4%
Number of Students: 16,939

Red
Homeless

Orange
African American
Students with Disabilities
English Learners
Hispanic
Pacific Islander
Socioeconomically Disadvantaged
Two or More Races
White

Yellow
American Indian
Foster Youth

Green
Asian
Filipino

Blue
No Students

No Performance Color
No Students

Lowest Performance
Red
Orange
Yellow
Green
Blue
Highest Performance
Identifying Equity Gaps in MUSD

Reflective Questions

How do you define equity?

What equity gaps exist in your district?

How do you know?

What data can you collect to unpack the needs of students?

- Cultural identity
- Student stories
- Stakeholder/community needs

- AP/Honors Course Access Gap
- ELL Opportunity Gap
- School Climate/Disproportionate Discipline Data

- Quantitative data
- Qualitative data
- CA data dashboard

- Academic, attendance, discipline,
- Graduation, Course Access, college attendance
- Surveys, interviews, observations
- ACES, CHKS

Nicole Anderson Consulting 2020
DATA THAT REVEAL EQUITY GAPS

Educational Equity Gaps:
- Achievement Gap
- Opportunity Gap
- Access Gap

Quantitative Data:
- academic data
- school attendance data
- school discipline data
- graduation rates
- college attendance rates

Qualitative Data:
- surveys
- observations
- interviews
# Interrupting Stereotypes & Implicit Bias

## Student Group
- English Learners
- Foster Youth
- Socioeconomically Disadvantaged
- Students with Disabilities

## Race/Ethnicity
- African American
- American Indian
- Asian
- Filipino
- Hispanic
- Two or More Races
- Pacific Islander
- White

*whistling vivaldi*

*how stereotypes affect us and what we can do*

**Claude M. Steele**

“This is an intellectual odyssey of the first order—a true tour de force.”

—William G. Bowen
Equity and Student Success

4 Indicators

- Cultural Identity
  - The learning environment is inclusive and reflective of individual learning profiles
  - Cultural identity, differences, traditions, and "Hxstory" are celebrated and valued
  - The learning environment helps students develop awareness, understanding and acceptance of oneself and others

- Relevance
  - Students' diverse backgrounds are integrated into all lessons
  - Assigned readings expose students to the various life experiences of different cultures and ethnic groups
  - Instructed readings and assignments are reflective of the different cultures and ethnic groups of students

- Relationships
  - Positive student-teacher relationships are established
  - Student stories are learned and celebrated regularly
  - Teacher uses culturally responsive body language, positive tones, and demonstrates respectful responses during teacher-student interactions

- Rigor
  - Teacher has high expectations for all students
  - The learning environment is intellectually engaging and challenging for learners
  - Teachers allow students to struggle while providing meaningful, frequent, and timely feedback

Nicole Anderson Consulting 2020
“Educational Leaders:
we cannot close the educational gaps that we see in our schools if we don’t close the one in our minds first.”
-Nicole Anderson

“So what do we do now?“
Thank you for your willingness to share, reflect, and grow with us this weekend.

Best wishes on your equity journey!
“Realizing Equity through Equity Walks”
EQUITY WALK OVERVIEW

• Outcomes/Purpose
• Making connections to past concepts
• Equity Walk Tool
• Observation logistics
• Debriefing process
• Next Steps
EQUITY WALK PURPOSE

• Develop and sharpen the equity leadership lens
• Gathering of low inference observational data to confirm or challenge assumptions regarding the focus on closing equity gaps for target student groups.
• Centered around the existence and impact of cultural identity, relationships, relevance, and rigor in the classrooms and throughout the school. Research shows that these 4 equity indicators correlate with increased student achievement.
• Designed to guide professional learning space for educational leaders, it can be used as a tool to assess the overall progress towards equity and cultural proficiency.
• Support ongoing monitoring of implementation of equity action plans but require additional data points to obtain conclusive findings and measure the impact of equitable practices (i.e. surveys, interviews, etc.)
Defining Equity through the........

School Overview
EQUITY WALK DEBRIEF

- Each group will share their low inference observation notes
- Participants will summarize observations:
  - (3) emerging themes, (2) key equity successes, and (1) opportunity for growth
- Participants will make connections to the implications on practice and policy at their respective schools/districts, as well as further development of their equity action plans with their school/district teams
- Participants will discuss new thinking and next steps (i.e. collection of more qualitative/quantitative data)
- Clarifying questions may be asked of the Site Principal for areas not observed; Site Principal will receive and provide feedback (if available)
EQUITY WALK TOOL

LADEE OF INFERECE

Instead of jumping to “CONCLUSIONS,” analyze and test the assumptions, meanings, selected data & observations that created them.

- Take actions based on our beliefs
- Adopt beliefs based on our conclusions
- Draw conclusions from our assumptions
- Make assumptions based on our meanings
- Add meanings to selected observations
- Select from observations

Reflexive loop: our beliefs tend to affect what data we select next time.

Model by Chris Argyris (1923–2013)
“Equity Impact Action Planning”

Csba Equity Network

Nicole Anderson Consulting
Call To Action

- Develop an Equity Statement
- Develop an Equity Policy
- Create an Equity Impact Action Plan

Leverage LCAP
- Budget priority
- Board support and direction
- Policy and practice alignment

Identify Target Student Group
- Intentional focus on progress
- Address historical inequities (i.e. ethnicity, language)

Identify Strategic Actions
- Policy, Practice, Resources
- Power Dynamics, Relationships
- Mental Models

Measure Impact of Work
- Develop long term accountability
- Prioritize systemic actions
- Replicate promising practices
- Adjust ineffective practices
- Sustain effective practices

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Equity Impact Action Planning for Systemic Change

FIGURE 1. SHIFTING THE CONDITIONS THAT HOLD THE PROBLEM IN PLACE

Six Conditions of Systems Change

- Policies
- Practices
- Resource Flows
- Relationships & Connections
- Power Dynamics
- Mental Models

Structural Change (explicit)

(semi-explicit)

Transformative Change (implicit)

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“Shifting habits, deeply held beliefs, narratives, and assumptions that influence how we think, do, and talk.”

- Create safe and brave space for stakeholders to engage in the work
- Build awareness, empathy, and emotional intelligence of staff
- Ongoing professional learning for staff
- Collect qualitative data to understand the needs of stakeholders (equity walks, community field trips, surveys, interviews, student forums, voices of alumni)
- Learn stories of all stakeholders to unpack truths and interrupt stereotypes of
“Shifting the decision making power and influence through quality of connections and communication among stakeholders, especially those with differing perspectives”

- Establish student led committees that impact decision making (i.e. empower student board rep beyond school presentations/updates)
- Include students in all policy decisions that directly impact them (i.e. discipline, attendance, etc.)-create buy in through inclusion vs. exclusion
- Learning facilitated by various stakeholders beyond leadership
- Establish equity leadership teams/task forces to drive the work from a grassroots effort/buy-in
- Intentionally listen, learn, and embrace stories of historically disenfranchised stakeholders who often make leaders aware through “non-traditional” modes of communication
- Implement community partnerships to move the work and foster optimal resources and support for students
- Infuse SEL and RJ for adults and students through modeling by leadership
“Shifting rules and regulations through activities and fair allocation of money, people, and information.”

- Allocate optimal time on Pd calendar to include high quality facilitation
- Establish hiring practices that yield the recruitment and retention of culturally proficient staff
- Leverage CPSEL/CSTP/LCAP to implement the work
- SARB process revision
- Coaching/mentoring for staff
- Leverage policy for target student groups to serve others who may be not be significantly numeric (i.e. EL strategies work for AA students)
Policy, Practice, Resource Flow with an Equity Lens

- Staffing/Hiring Practices
- Curriculum adoption
- Budget Allocation
- Transportation
- School closure/consolidation/sale of surplus property
- Instructional Technology Integration
- Student Nutrition (choices, ethnic connection)
- Evaluation Process/Collective Bargaining Agreement
- Master Scheduling (course access, teacher placement)
- Grading Policy
- Discipline Policy (Staff/Students)
- Professional learning (ongoing, time, follow up, alignment with work)

Scenarios
GOVERNANCE TEAM COLLABORATION

- Equity Policy (Adopted/Draft)
- Equity Statement (Adopted/Draft)
- Equity Impact Action Plan (Adopted/Draft)
“Educational Leaders:
we cannot close the educational gaps that we see in our schools if we don’t close the one in our minds first.”
-Nicole Anderson

“So what do we do now?“
NEXT STEPS

• Define equity as a governance team to ensure a common lens for implementing the work
• Evolve equity impact plan to effectively measure the impact of the work (Lcap) on closing equity gaps for target students groups (board study sessions)
• Leverage and build capacity of an equity leadership team in order to evolve and sustain the work
• Place equity on all board workshop agendas to ensure a collaborative and prioritized focus on the work (safe vs. uncomfortable space)
• Strategically conduct additional equity walks to sharpen equity lens and eventually access extent of equitable practices in place (ladder of inference)
• Collect additional qualitative data (i.e. student voice, community forums, surveys, interviews, classroom exit tickets, etc.)
• Provide ongoing support and professional learning to teachers and administrators through coaching, workshops, book studies, networks to foster shifts in mental models, policy, and practices
• Develop a culture of trust and learning as a board (study session topics)
Thank you for your willingness to share, reflect, and grow with us this weekend.

Best wishes on your equity journey!