

Equity Task Force

Update to the Board of
Trustees –

January 14, 2015

Mary Boyle,
Asst. Superintendent, Ed. Services

Equity Task Force Members

- Candi Clark, Asst. Supt Business
- Sherri Beetz, Asst. Supt HR
- Mary Boyle, Asst. Supt Ed Services
- Julissa Darden, Secretary to the Superintendent
- Andrew Gordon, Coordinator
- J.C. Farr, Asst. Principal, CVHS
- Jennifer Tomita, Principal, Stanton
- Jim Kentris, Principal, Independent
- Nikki Pitcher, Asst. Principal, CVHS
- La Queitta Hill, Teacher on Special Assignment
- Rinda Bartley, Director, Student Services
- Lisa Garcia, Principal, Proctor

Task Force Purpose

- Review District Equity Action Plan, 2008
- Establish Plan Focus & Goals for Year
- Establish Common Expectations for Classroom Walk-Throughs re Culturally Responsive Teaching
- Support Continued Professional Development re Diversity & Equity
- Commit to Monthly Meetings

District Equity Plan 2008 – 10 Action Steps

1. Awareness-Building and Examination of Attitudes, Values, and Beliefs
2. High Standards and Support for Students to Meet High Standards
3. Collection, Analysis, and Use of Data
4. Teacher/Staff Preparation and Professional Development
5. Innovative and Inclusive Practices of Teaching and Learning

District Equity Plan 2008 – 10 Action Steps

6. Innovative and Inclusive Structures, Policies, and Processes of Schooling
7. Accountability to the Community, Including Racial and Ethnic Communities
8. Leadership Development
9. Diversity of Adult Role Models in the Schools
10. Connections between Schools and Community-Based Systems for Students

Work to Date: Professional Development

- Dr. Darrick Smith – August
Leadership Retreat - Administration
- Dr. Sharroky Hollie – October
Culturally & Linguistically Responsive
Teaching – All Staff (Optional PD Day)
- AAREA Summit – “Lifting as We Climb” January
- ACSA’s Equity Summit – March
- Dr. Sharroky Hollie – February – April
Instructional Cycles – CVHS, CMS, CSMS

Work to Date: Book Studies

- Dr. Hollie – “Culturally and Linguistically Responsive Teaching & Learning” – 75 copies to staff
- “Why are All the Black Kids Sitting Together in the Cafeteria and Other Conversations About Race”

Work to Date: Data Discussions

- Monthly Presentations at Principal Meetings
 - Disaggregated Attendance Data – K/5 & 6/12
 - Disaggregated Discipline Data – K/5 & 6/12
 - Disaggregated Achievement Data – K/5 & 6/12

Work to Date: “The Memo”

- Working on draft of “The Memo” to display in all offices, classrooms, and public areas to explain in bulleted form our commitments to one another around:
 - Mutual Respect
 - Instructional Practices
 - Eliminating Barriers
 - Providing Support Systems
 - Engaging in Data Discussions
 - Parental Engagement and Empowerment

Work to Date: District Policies/Practices

- Folding ALL Equity Action Plan Action Steps into new LCAP 2015/16 –
 - Measurable Outcomes/Accountability
- Addressing State Priorities Including:
 - Pupil Achievement/Support (CCSS/CCR)
 - Pupil Engagement (attendance/grad rates)
 - Parental Involvement
 - Course Access (removing barriers/support)
 - School Climate (suspension/expulsion)

NEXT STEPS

- Continuing Professional Development
- Continuing Data Discussions
- Continuing to Develop Student Support Systems – Puente, AVID, RtI
- Continuing to Develop Parent Involvement Programs – High Expectations; School Smarts; PIQE
- Continuing to Focus on Equity Plan Goals

Questions?