

Equity Task Force Board Update



Equity Task Force Membership

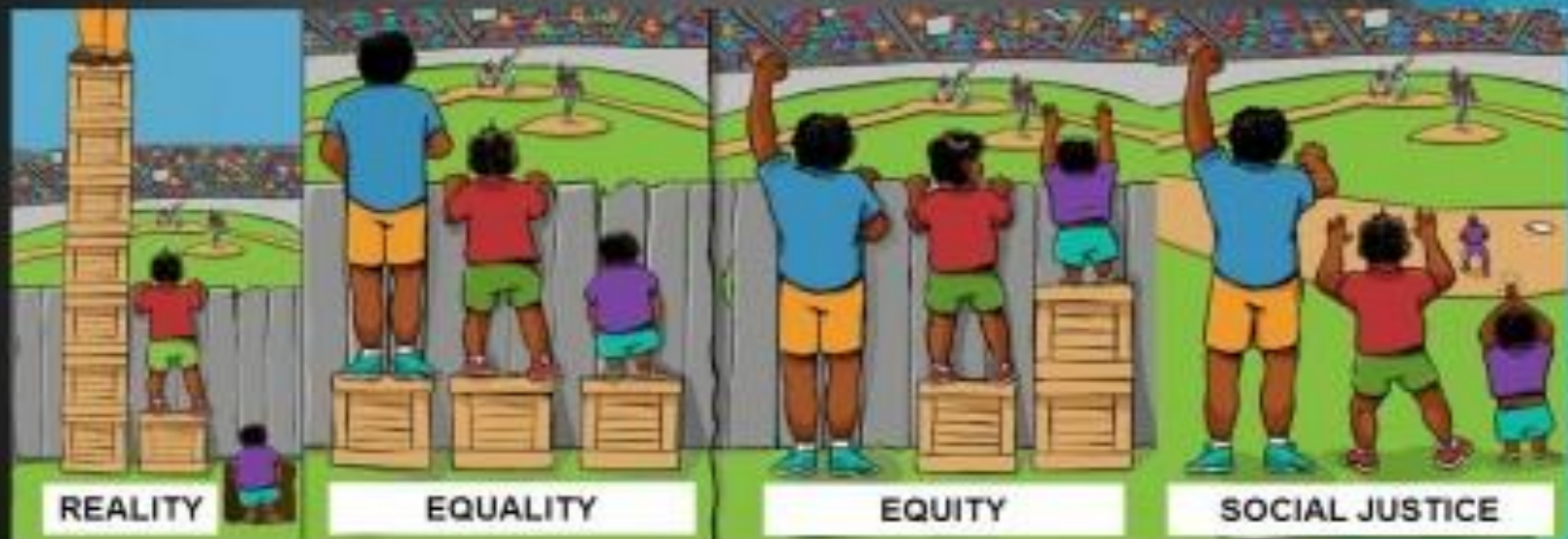
Members Presenting Today:

Shaunte Hill (Parent)
Angela Higdon (Parent)
Jessica Reed
(Administrator/Parent)
Charleston Brown (Parent)
Morris Curry
(Grandparent/Community
Leader)
Ramiro Barron
(Administrator/Parent)

25 Total Members

- 13 Community Members (Parents, Grandparents, Community Leaders, etc.)
- 5 Teachers
- 4 Site Administrators
- 3 District Administrators

Equality vs. Equity vs. Social Justice



What is Equity?

Equity is the guarantee of fair treatment, access, opportunity, and advancement for all students, faculty, and staff, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups.

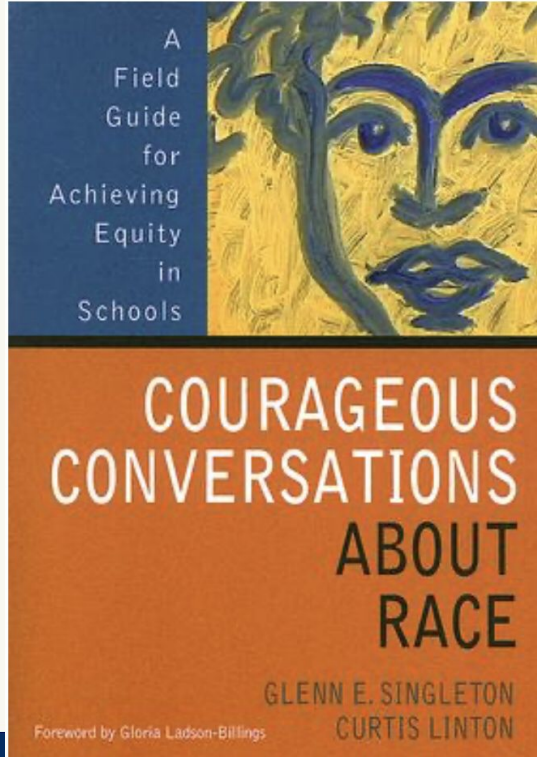
What is Racial Equity?

Racial Equity refers to what a genuinely non-racist society would look like. In a racially equitable society, the distribution of society's benefits and burdens would not be skewed by race. In other words, racial equity would be a reality in which a person is no more or less likely to experience society's benefits or burdens just because of the color of their skin.

“Moving from Safe to Brave Space”

-Dr. Tyrone Howard, UCLA-

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The Four Agreements of Courageous Conversations

1. Stay Engaged

2. Experience Discomfort

3. Speak Your Truth

4. Expect/Accept Non-Closure

1. Stay Engaged

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- 12 Equity Task Force Meetings
- 13 Student Listening Sessions (High Schools)
- Support of the Ethnic Studies Course
- Trauma Informed Practices training for Administrators and Teachers
- Equity training for Superintendent's Cabinet



2. Experience Discomfort

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This norm explains “participants need to be personally responsible for pushing themselves into a real dialogue – the kind that may make them uncomfortable but will lead to real growth.”

Student Voice #1: <https://youtu.be/zmREKmFcd3U>

3. Speak Your Truth

This means being “absolutely honest about your thoughts, feelings, and opinions and not just saying what you perceive others want to hear” (Singleton & Linton, 2006, p. 60). In remaining quiet on issues of race, we allow our beliefs or opinions to be misinterpreted or misrepresented (Singleton & Linton, 2006).

Student Voice #2 <https://youtu.be/ADs8M3YZ4CA>

Sub-Committees

In December of 2020, the ETF developed 3 subcommittees to address racial equity gaps in VUSD:

- **Staffing/Hiring Practices** Sub-Committee
- **Student Discipline** Sub-Committee
- **Curriculum/Instruction** Sub-Committee

Each Subcommittee established **3** focus areas

Staffing/Hiring Practices Sub-Committee

The Staffing/Hiring Practices subcommittee established 3 focus areas:

- I. Development of an equity statement for hiring
- II. Identify key hiring metrics to monitor
- III. Research and identify areas needed for staff training and professional development

Staffing/Hiring Practices Sub-Committee

VUSD Employee Demographic Data

Classified Staff - 573

White: 31.1%

Hispanic: 25.3%

Asian: 4.4%

African American:
4.7%

Native American/
Alaskan Native: 2.1%
Pacific Islander: 0.9%
Not Specified: 31.8%

Teachers - 703

White: 72%

Hispanic: 11.8%

Asian: 6.4%

African American:
2.1%

Native American/
Alaskan Native:
0.7%
Not Specified: 7%
Pacific Islander: 0%

Administrators - 89

White: 48.3%

Hispanic: 14.6%

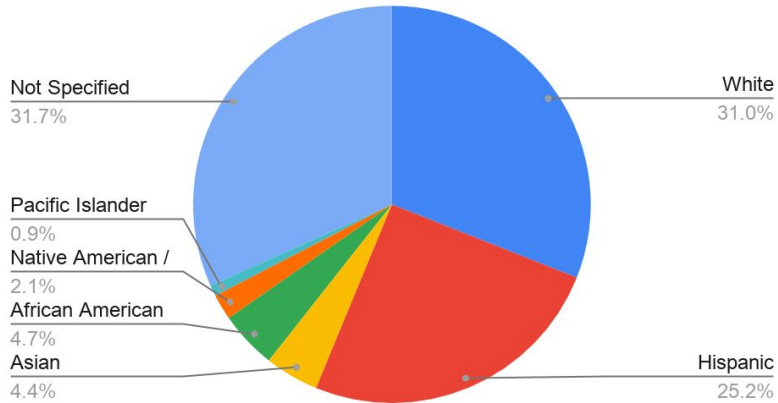
Asian: 6.7%

African American:
5.6%

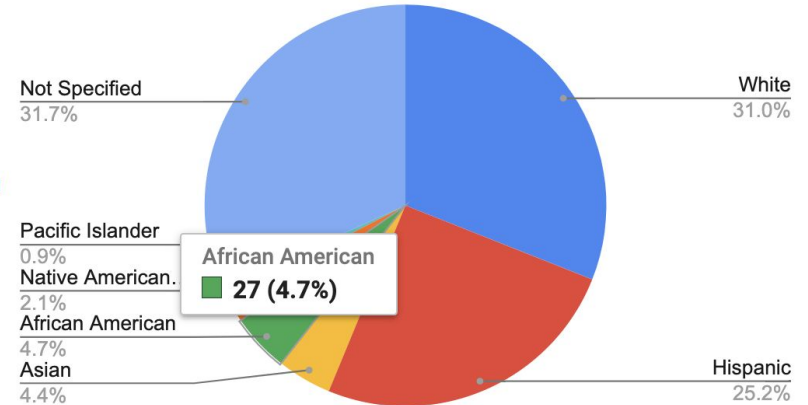
Native
American/Alaskan
Native: 0%
Pacific Islander: 0%
Not Specified: 24.7%

Classified Demographics

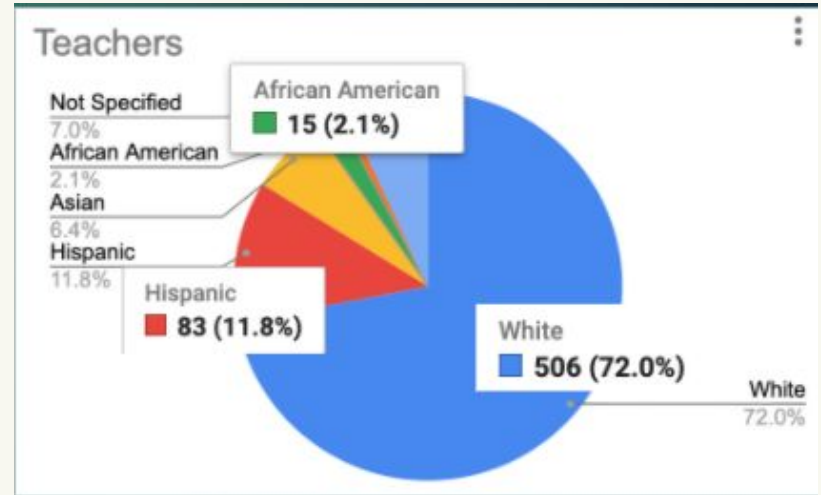
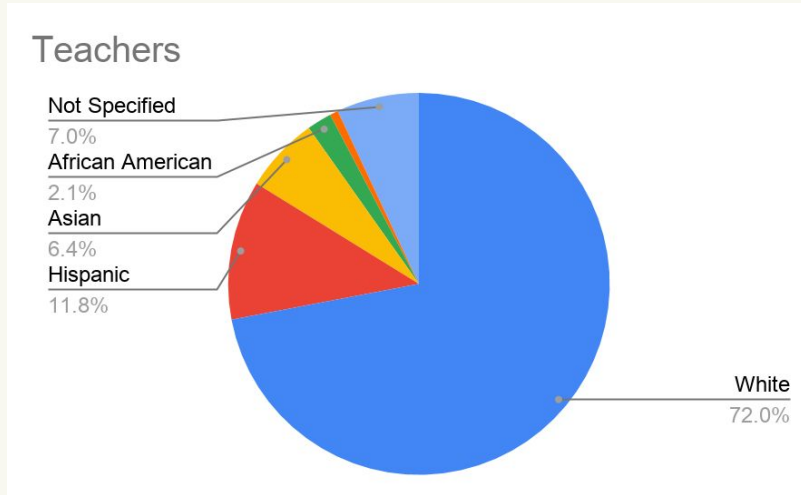
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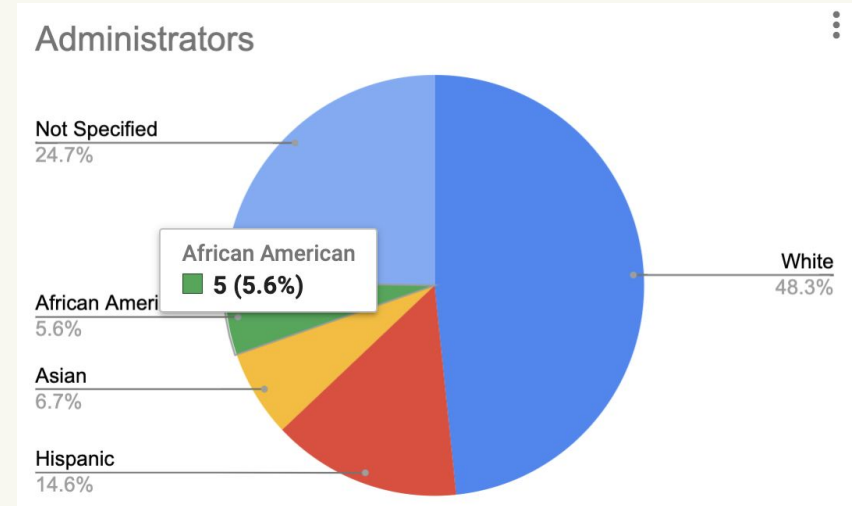
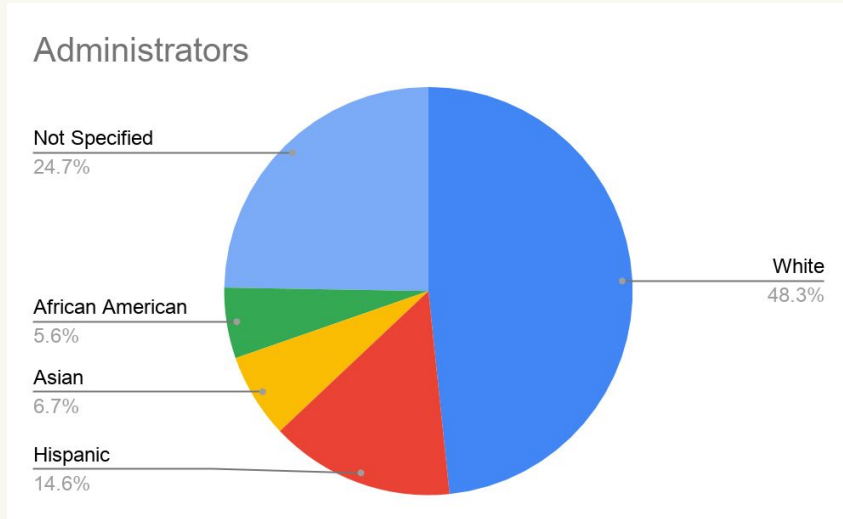
Classified



Teacher Demographics



Administrators



Student Discipline Sub-Committee

The **Student Discipline** subcommittee established 3 focus areas:

- I. Disparities and disproportionate rates of incidence for referrals, suspensions, and expulsions
- II. Evaluation of inequitable disciplinary practices (cultural competency and awareness including identifying explicit/implicit bias)
- III. Analysis of discipline data, development of interventions, and alternative means of correction

Student Discipline Data (2019)

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<u>Demographics</u>	<u>Race/Ethnicity</u>	<u>Suspended at least once</u>
5.5%	African Americans	9.4%
40.5%	White	2.8%
38.5%	Hispanic/Latino	4.2%
8%	Two or more races	4.3%
3.2%	Filipino	0.8%

Curriculum/Instruction Sub-Committee

The **Curriculum** sub-committee established 3 focus areas:

- I. Curriculum Materials and Implementation
- II. Culturally Relevant Teaching (CRT)
- III. Programmatic Placements (Accelerated Programs and Alternative Programs)

Sub-Committees

Each subcommittee is actively working on answering these important questions:

1. *Identify the racial equity challenges that exist at each level in the system.*
2. *What “systems” are holding racial inequity in place?*
 - Policy
 - Practice
 - Resources
 - Relationships
 - Power Dynamics

4. Expect/Accept Non-Closure

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This agreement “encourages participants to recognize that they will not reach closure in their racial understandings or in their interracial interactions.”

Next Steps:

- Continue ETF and sub-committee meetings
- Implement plan for student voice in the ETF process
- Come back with our Proposed Action Plan to the school board

QUESTIONS?