

Board Report from The LUSD Equity Committee

Findings and Recommendations on our Journey

May 11, 2021

Equity Committee Members - WOW!

★ Emily Okerlund

★ Leslie Hardiman

★ Dahlia Rinck

★ Daneal Damon

★ Hee Jin Peterson

★ Paula Macias Gonzalez

★ Rose Gonzalez

★ Staci Arnold

★ Tessa Green

★ Crystal Grobner

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★ Erika Garcia

★ Kelly Gilbert

★ Kim Klinko

★ Monica Farren

★ Nancy Brown

★ Nickie Corley

★ Paty Fernandez

★ Holly Ferrante

★ Rhonda Taylor

★ Andy Johnsen

★ Sarah Carter

★ Sasha Elbaz

★ Evaldas Alexander



Thank
You!

How will we work Together?

Our goal: **We are committed to using the lens of the LUSD Student Profile to investigate equity successes and challenge barriers, in order to ensure student well being and success in LUSD.**

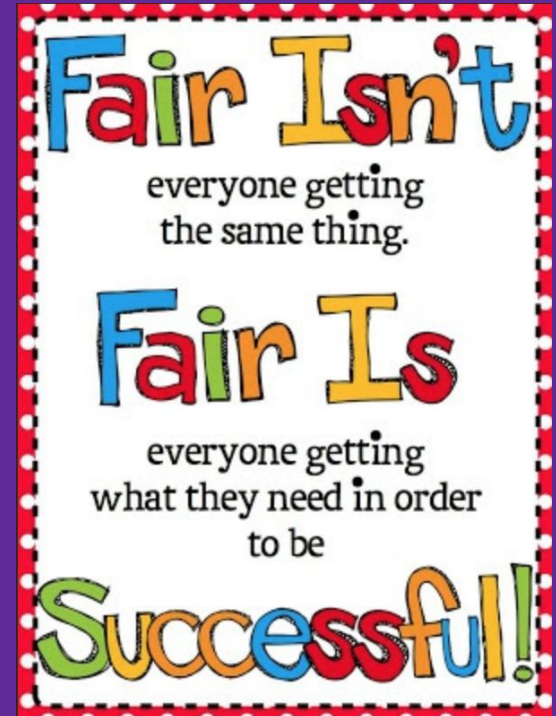
Our underlying belief: **Student well being is the foundation for student success. If our students do feel welcomed, accepted and “seen” in our system, they will not achieve to their potential.**

What is Equity?

Is it the same as equality?

Equality means each individual or group of people is given the same resources or opportunities.

Equity recognizes that each person has different circumstances and allocates the exact resources and opportunities needed to reach an equal outcome.



Equality



Equity



What does success look like in LUSD?

LUSD Board Goal 1: All students will make **academic growth** in order to **reach mastery of grade level standards, individual goals and development of the LUSD Student Profile competencies.**

LUSD Board Goal 2: Students will receive support that enables them to **thrive socially and emotionally**, including **the celebration of the diversity within our community and affirmation of the importance of our common humanity.**

What does success look like in LUSD?

Our LUSD Vision Statement: Igniting Passion in Today's Students for Tomorrow's Opportunities

Our Mission: The Lakeside School Community dedicates itself to providing a challenging environment that is committed to each student's development of:

- A love of lifelong learning
- **The academic, vocational and social skills necessary for personal fulfillment**
- **A respect for self and others**
- An appreciation for the arts
- **A sense of responsibility to our community** and our global environment
- **A realization for the need for peaceful resolution of conflict**

Our Student Profile:

The competencies we want ALL LUSD students to master.

THINK critically



LEARN continuously



COLLABORATE constructively



COMMUNICATE effectively



PERSEVERE relentlessly



CARE deeply

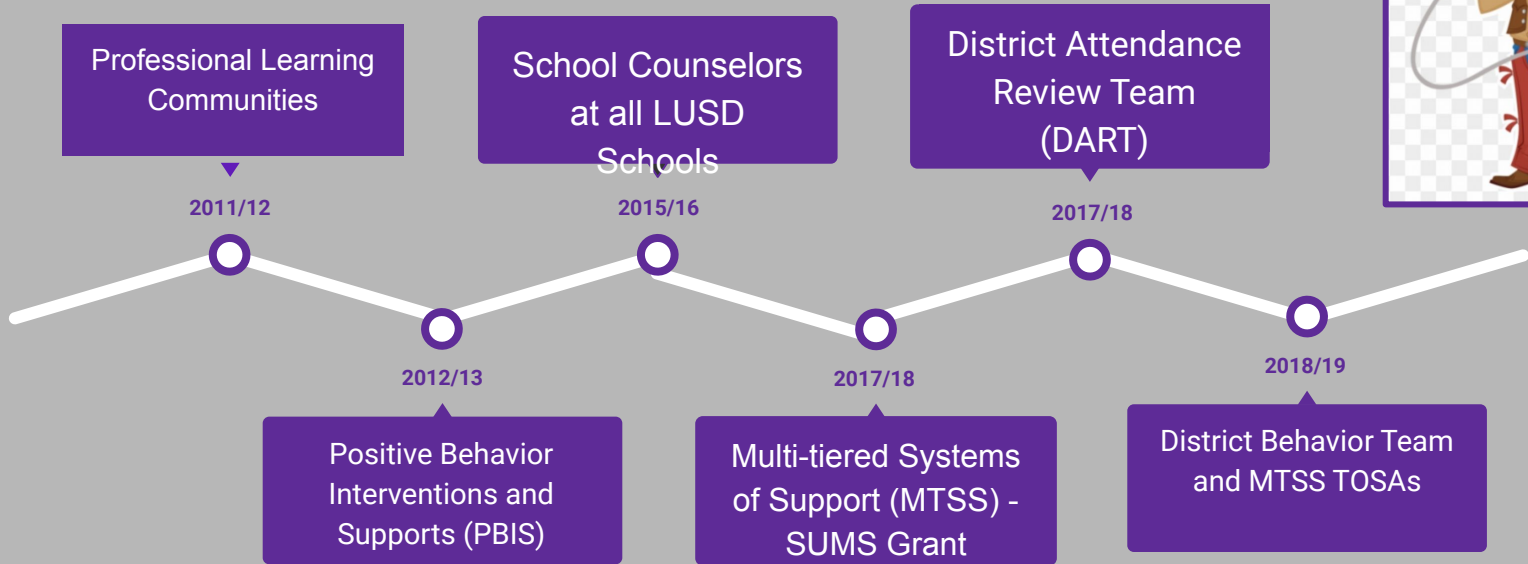


How can we measure success?

Are ALL our students getting what they need...

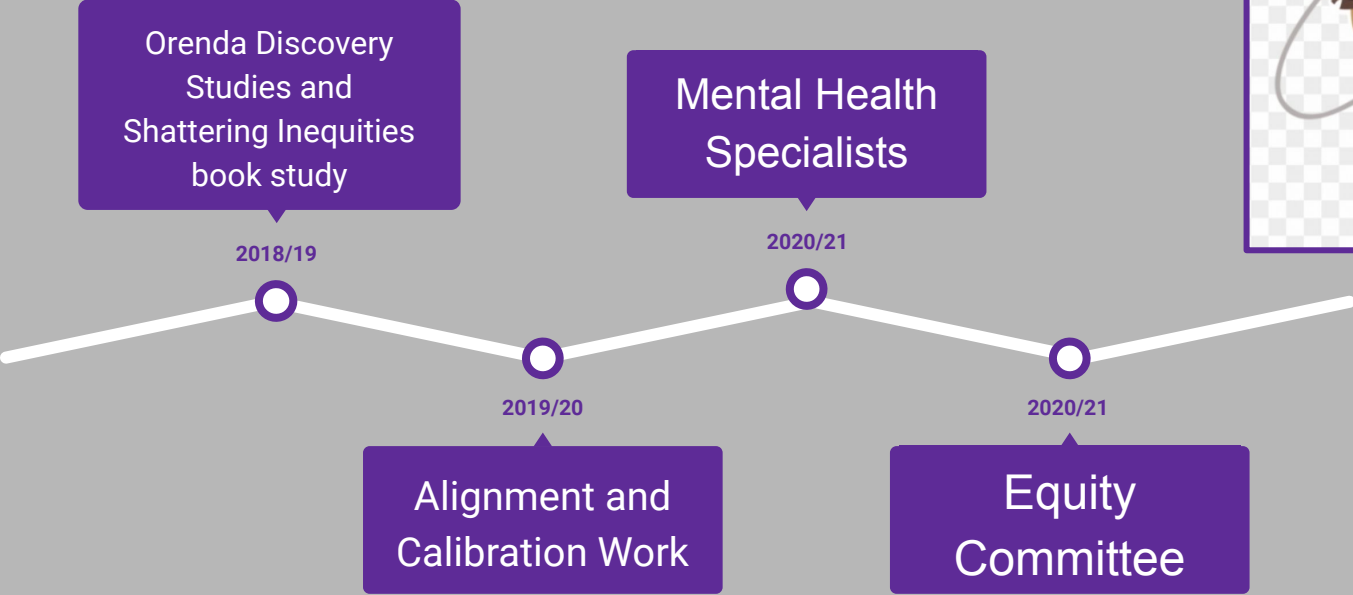
- Academically and instructionally?
- Socially and emotionally?
- Behaviorally and disciplinarily?

History of EQUITY work in LUSD



This is not our first Rodeo!

History of EQUITY work in LUSD



We focused our attention on 3 very important questions...

using a variety of **data sources**, **anecdotal evidence** and our own **experiences** to answer these questions.

- Where are we on our Equity journey?
 - What have we accomplished?
 - What outcomes are our students experiencing?
 - What are our challenges?
 - Where do we want to go in the next 3-5 years?
 - How might we get there?
-

What outcomes are our students experiencing?

English Language Arts Indicator - Student Group Five-by-Five Placement

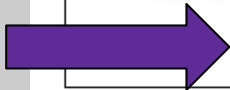
Reporting Year: 2019 Select a Report: 5x5 English Language Arts Placement Report (Grades 3-8 and 11) [View Schools Five-by-Five Report](#) [View Detailed Data](#)

Level	DECLINED SIGNIFICANTLY	DECLINED	MAINTAINED	INCREASED	INCREASED SIGNIFICANTLY
VERY HIGH	Green (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
HIGH	Green Filipino	Green (None)	Green White Two or More Races	Green Asian	Blue (None)
MEDIUM	Yellow (None)	Yellow (None)	Yellow All Students (District Placement)	Green (None)	Green (None)
LOW	Orange (None)	Orange African American	Orange Socioeconomically Disadvantaged Hispanic	Yellow English Learners	Yellow (None)
VERY LOW	Red (None)	Red (None)	Red Students with Disabilities	Orange (None)	Orange (None)

We asked ourselves:

Are our ELA outcomes equitable?

How are other subgroups doing compared to our white students?



What outcomes are our students experiencing?

Mathematics Indicator - Student Group Five-by-Five Placement

Reporting Year: Select a Report:

[View Schools Five-by-Five Report](#)

[View Detailed Data](#)

Level	DECLINED SIGNIFICANTLY	DECLINED	MAINTAINED	INCREASED	INCREASED SIGNIFICANTLY
VERY HIGH	Green (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
HIGH	Green ▪ Filipino	Green (None)	Green ▪ Asian	Green (None)	Blue (None)
MEDIUM	Yellow (None)	Yellow (None)	Yellow White Two or More Races	Green (None)	Green (None)
LOW	Orange (None)	Orange ▪ African American	Orange ▪ All Students (District Placement) ▪ Socioeconomically Disadvantaged ▪ Hispanic	Yellow ▪ English Learners	Yellow (None)
VERY LOW	Red (None)	Red (None)	Red ▪ Students with Disabilities	Orange (None)	Orange (None)

We asked ourselves:

Are our Math outcomes equitable?

How are other subgroups doing compared to our white students?



What outcomes are our students experiencing?

Middle School CHKS Data (20-21)

School Connectedness

School Connectedness	Agree or Strongly Agree	Disagree or Strongly Disagree
White	71%	29%
Hispanic or Latinx	68%	32%
Mixed (two or more) ethnicities	60%	40%

Middle School CHKS Data (20-21)

School perceived as safe or very safe

Safety	Agree or Strongly Agree	Disagree or Strongly Disagree
White	71%	29%
Hispanic or Latinx	75%	25%
Mixed (two or more) ethnicities	53%	47%

What outcomes are our students experiencing?

Middle School CHKS Data (20-21)

Experienced harassment at school (due to race, ethnicity, or national origin; religion; gender; sexual orientation; and a physical or mental disability)

White	17%
Hispanic or Latinx	21%
Mixed (two or more) ethnicities	38%

Middle School CHKS Data (20-21)

Experienced any harassment or bullying at school

White	24%
Hispanic or Latinx	24%
Mixed (two or more) ethnicities	59%

What are staff reporting on the California Healthy Kids Survey?

CHKS Data - Staff responses	2019-20 Elementary	2020-21 Elementary	2019-20 Middle	2020-21 Middle
Racial/ethnic conflict among students is a problem. <i>(Moderate to Severe Problem)</i>	7%	1%	16%	5%
Students in this school respect each other's differences. <i>(Disagree/Strongly Disagree)</i>	10%	4%	22%	20%

Staff Ethnicity Data (and student data)

84%

Of LUSD Staff are White

(53%

Of students are White)

12%

Of LUSD Staff are Hispanic

(33%

Of students are Hispanic)

2%

Of LUSD Staff are Asian

(1.6%

Of students are Asian)

1%

Of LUSD Staff are black or African American

(3%

Of students are Black or African American)

0%

Of LUSD Staff are Fillipino

(1.4%

Of students are Fillipino)

0%

Of LUSD Staff are Native American

(1.7%

Of students are Native American)

Challenges... lead to more questions

Challenge:

Student academic outcomes are not equitable



Questions:

- Are student academic outcomes determined by unconscious bias about:
 - Ethnicity
 - Perceived ability (or lack thereof)
 - Perceived readiness for school/instruction
 - Economic status
 - Language proficiency
- How might we continue to address the academic and socio-emotional inequities in our system?
- How can we learn more about this issue?

Challenges... lead to more questions

Challenge:

Student experiences in school seem to be less positive for our students of color



Challenge:

Staff report challenges with respect for differences and racial conflict.



Questions:

How might we learn more about student and staff perceptions related to feeling connected and safe at school?

Challenges... lead to more questions

Challenge:

Students may not see themselves/their identity reflected in the staff at their school



Questions:

How can LUSD tap into more recruitment networks with the ambition of increasing the number of highly qualified candidates with diverse backgrounds and life experiences?

Where Do We Want to Be in 3-5 Years?

There is more work to do - the team identified the following areas...

- ★ ALL LUSD students feel safe and that they belong in our schools and community. **Belonging**
- ★ LUSD staff members are diverse. **Representation in Staff**
- ★ Diversity is a strength in LUSD schools. **Valuing Differences**
- ★ LUSD adopts and uses materials that represent all races/identities. **Representation in Instructional Materials**
- ★ LUSD teaches students to listen with an open mind and communicate respectfully. **Respectful Communication**

How might we get there?

- Keep talking about it!
- Continue our commitment to Equity in LUSD. This will provide psychological safety as we wade into the equity waters more purposefully.
- Expand and continue these conversations to more stakeholders across the district
 - Engage in site level discussions
 - Bring students and parents into the conversation
 - Use expert facilitation to guide these conversations (exploring partnership with SDCOE)
- Expand our recruiting activities in an effort to recruit personnel from diverse backgrounds
- Consider training for staff on bias and cultural competency
- Evaluate our curriculum and instruction more often to assess for equitable representation of cultures and perspectives
- Explore No Place for Hate as an optional school program

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