



Nicole Anderson and Associates Consulting, LLC

Effective Governance with “Our” Equity Lens

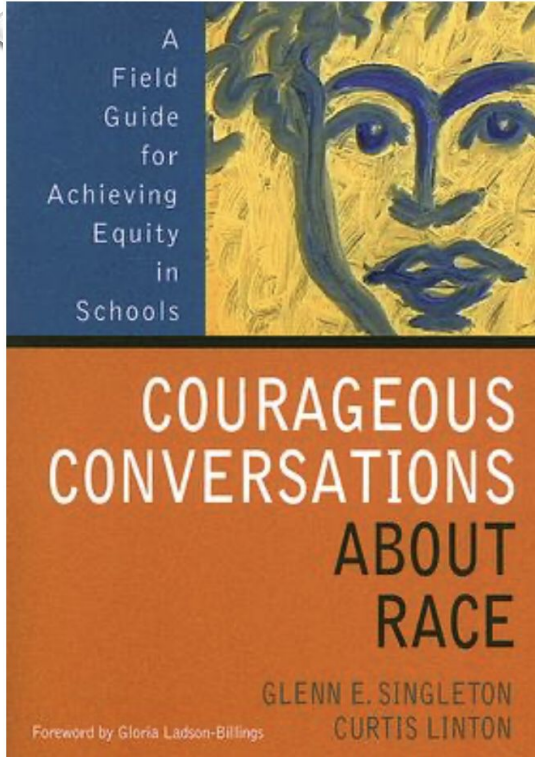
**Pleasanton USD Board
Study Session I of 4
9.21.21**

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9/21/21
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“Moving from Safe to Brave Space”

-Dr. Tyrone Howard, UCLA-



Four Agreements

1. Stay Engaged

2. Experience Discomfort

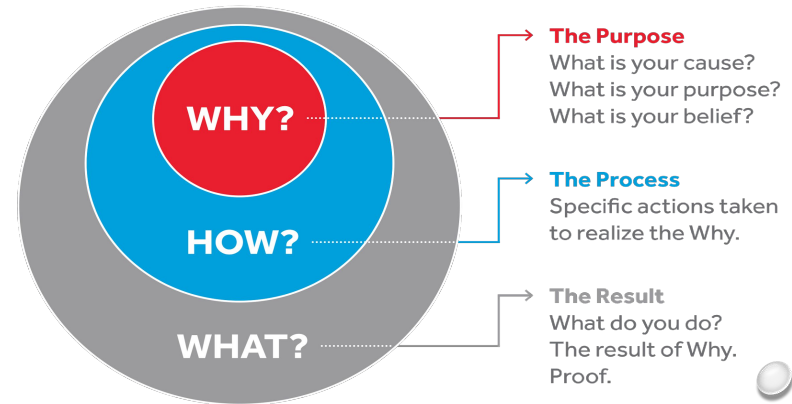
3. Speak Your Truth

4. Expect/Accept Non-Closure

Centering Our Equity Driven Governance Work

- ❑ **Why:** Equity Statement, Core Values, Shared Beliefs
- ❑ **How:** Governance Handbook, Norms, Protocols, Roles
- ❑ **What:** Equity Policy, Board Priorities, Equity Impact Plan

Sinek's Golden Circle



Source: Simon Sinek, author of *Start With Why*

EQUITY IN EDUCATION RECAP

What Does Equity Mean?

- Equity is not equality
- Giving people what they need when they need it
- Some need more than others
- Student success is demonstrated in diverse ways
- Intentional shifts in mindset, policy, and practice that prioritize the interruption of systemic inequities.

What are the challenges to Equity?

- Historical inequities
- Resistance to change
- Privilege/Entitlement of those who have the potential to oppress
- Implicit bias
- Stereotypes
- Institutional Racism

What actions create Equity?

- Changing policy and practice that provide access and opportunity
- Shifting resources to those who need more
- Building positive relationships amongst all stakeholders
- Empowering marginalized stakeholders
- **Shifting mental models**

Article Discussion



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The Curb-Cut Effect

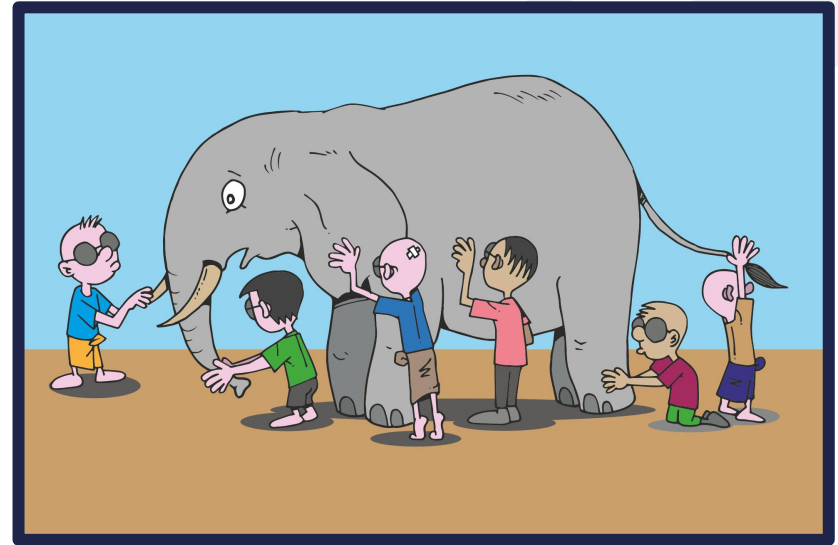
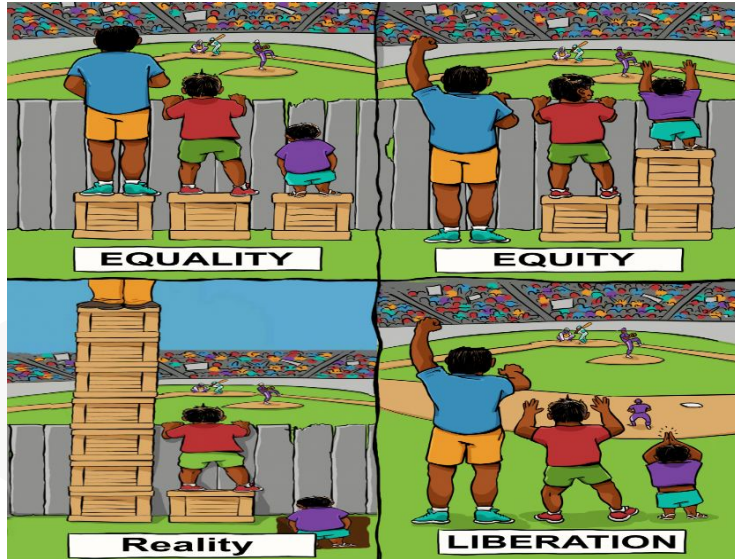
‘Laws and programs designed to benefit vulnerable groups, such as the disabled or people of color, often end up benefiting all of society.’

By Angela Glover Blackwell Winter 2017

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What Does Equity Mean?



Educational Equity Sample

Educational equity means that each child receive what they need to develop to their full academic or social potential.

Working towards equity involves:

- o Ensuring equally high outcomes for all participants in our educational system; removing the predictability of success or failures that currently correlates with any social or cultural factor
- o Interrupting inequitable practices, examining biases, and creating inclusive multicultural school environments for adults and children
- o Discovering and cultivating the unique gifts, talents, and interests that every human possesses. —National Equity Project



After hearing Dr. Pedro Noguera's perspective on equity, how do you define equity?



Pleasanton Unified School District Resolution No. 2015-2016.23 “Equity & Diversity”

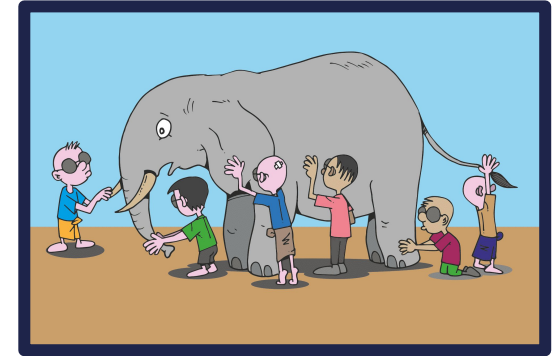
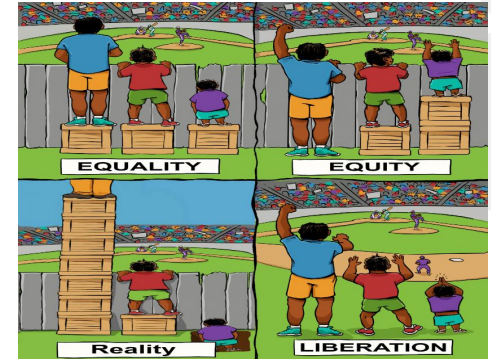
“WHEREAS The strength and richness of our community is in its diversity. The Board of Trustees affirms its commitment to continuing the District’s systemic efforts to build a society free of hatred, bigotry, and racism.

WHEREAS Equity and equality are not interchangeable terms. The concept of educational equity goes beyond formal equality - where all students are treated the same -- to fostering a barrier-free environment where all students, regardless of background, have the opportunity to benefit equally. We believe that equity must be measured by access and outcomes...”

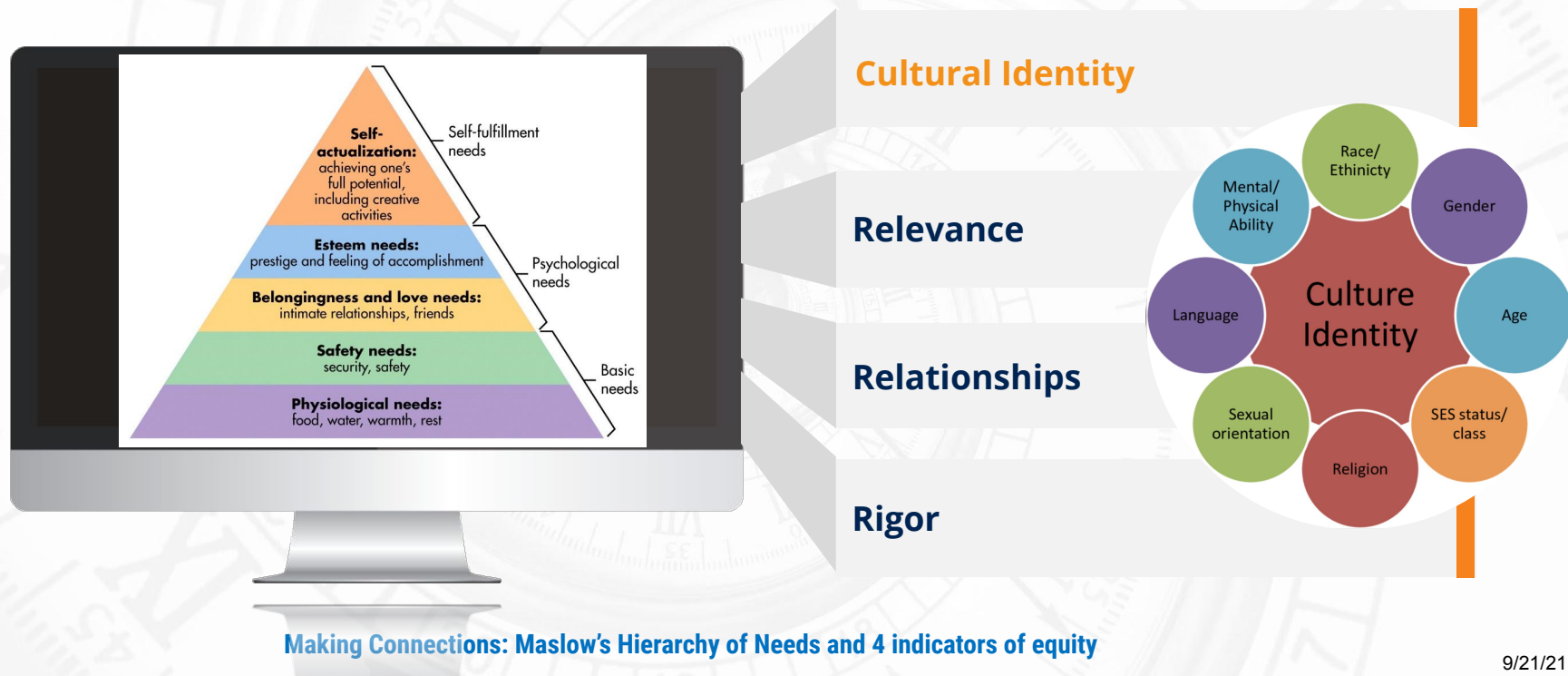
[Equity & Diversity Resolution - January 2016.pdf](#)

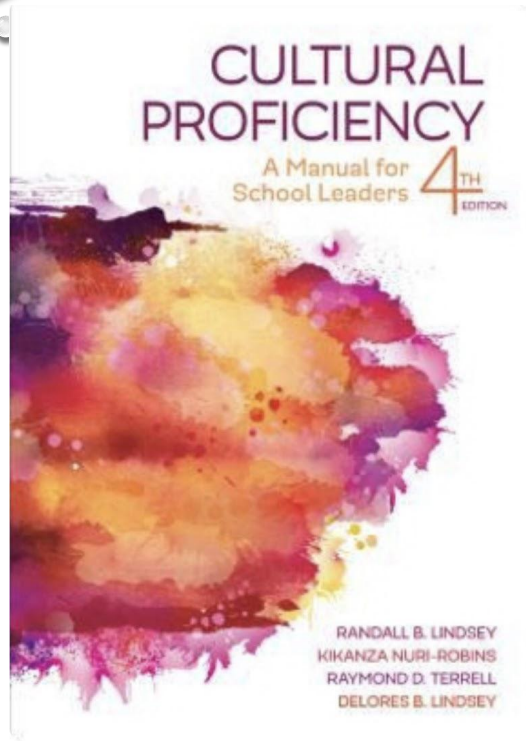
Developing An Equity Statement

- Communicates clear and common language about equity as a lens for all district policy work
- A component of the equity policy
- Student centered
- Explicitly calls out inequities in the data
- Is measurable and associated with data
- Language aligns with your vision and mission of the district
- Includes stakeholder voices in the process



Redefining Student Success with an Equity Lens





Book Study

- **January 20 Ch. 1-4**
- **March 17 Ch. 5-7**
- **June 7 Ch. 8-10**

"The key to effectively addressing educational equity gaps starts with highly effective governance practices"

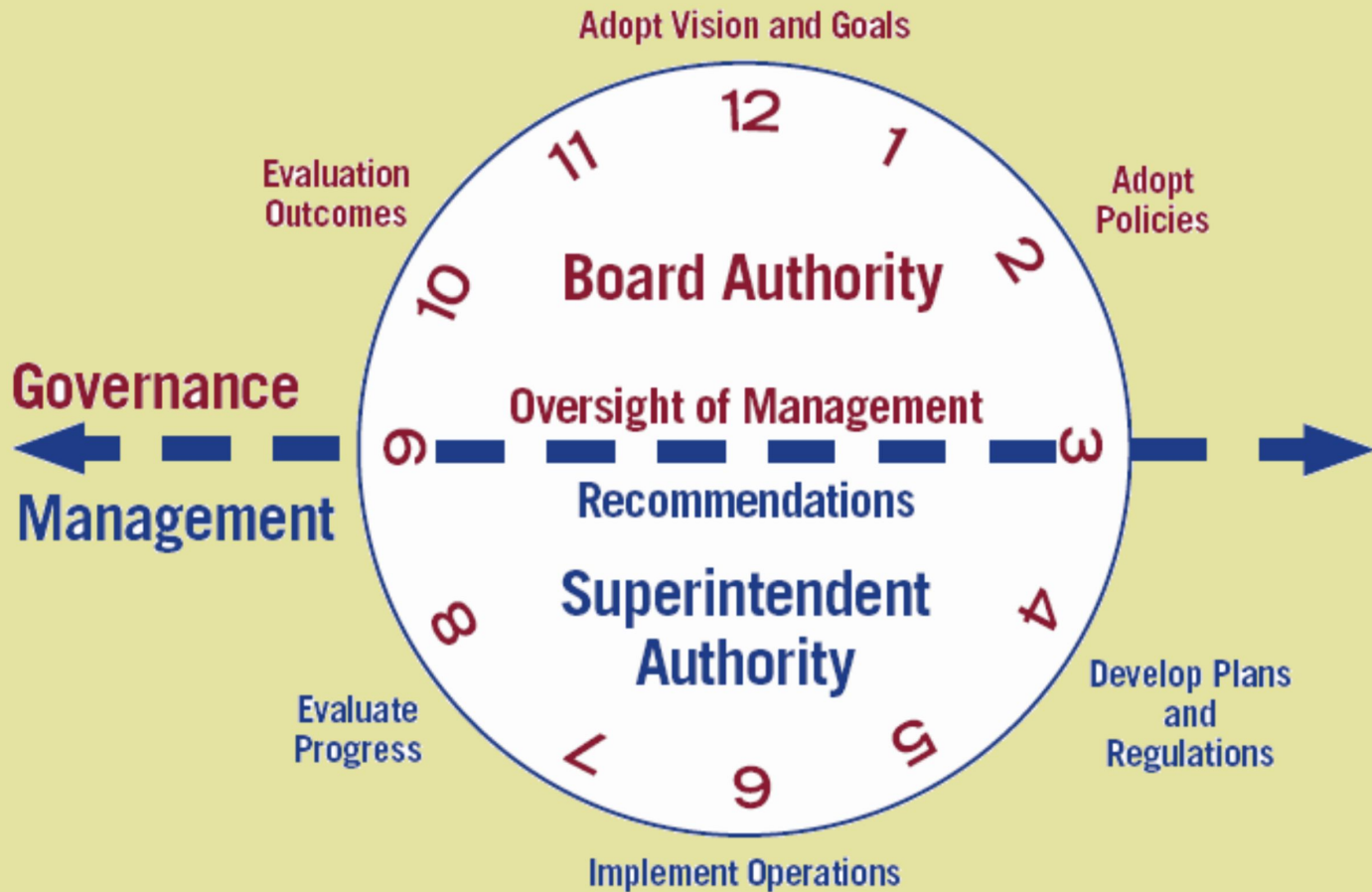


School Board Governance with Equity Lens Self Assessment

According to the Center for Public Education Report in 2011, there are eight characteristics of effective school boards. School board members are encouraged to embrace each of these characteristics with an equity lens in addition to three board actions to guide equity work. Please complete with fellow board members to assess the basic functioning of your governance team as a precursor to the examination, revision, and creation of equity focused policy and practice.

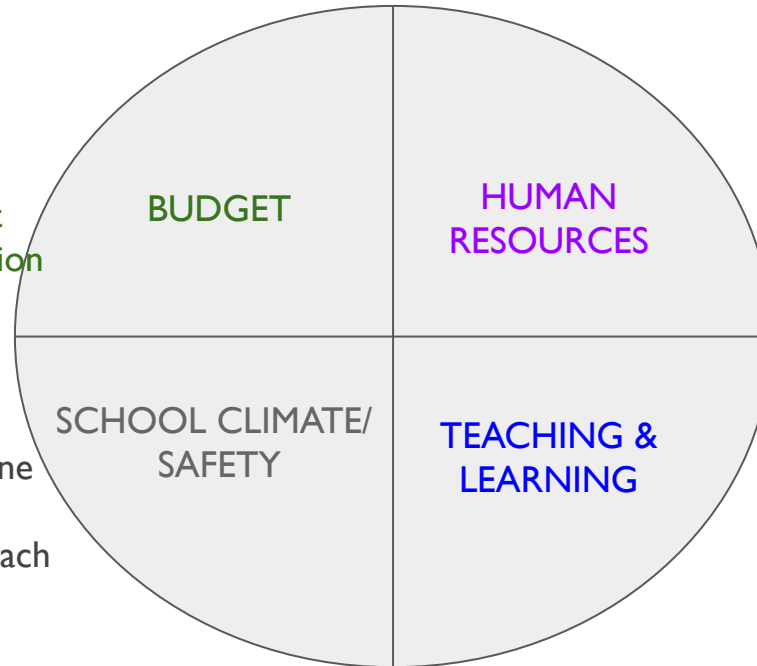
To what extent does your school board effectively demonstrate the following characteristic?		Not Effective	Seldom effective	Somewhat effective	Effective	Very Effective
1.	Our school board commits to a vision for equity through: o high expectations for student achievement and quality instruction o defining clear goals toward that vision					
2.	Our school board has strong shared beliefs and values about equity for: o students and their ability to learn o the school system's ability to teach all children at high levels					
3.	Our school board has collaborative relationships with the Superintendent, staff, as well as the community through: o a strong communications structure to inform and engage both internal and external stakeholders in setting and achieving district goals around equity.					
4.	Our school board is accountability driven: o spending less time on operational issues o spending more time focused on policies and priorities to close equity gaps					
5.	Our school board is data savvy through: o embracing and monitoring quantitative and qualitative data, even when the information is negative o using data to drive continuous improvement to close equity gaps					
6.	Our school board aligns, monitors, and sustains resources, such as: o equity focused professional development to meet district goals o establishing metrics to measure the impact of resources					
7.	Our school board leads as a united team with the superintendent through: o establishing mutual trust within the respective roles of the team o engaging in strong equity focused collaboration					
8.	Our school board participates in team development and equity focused training, with our superintendent to build: o shared knowledge of equity focused concepts o core values as principles to guide equity work o norms to guide board culture o protocols to guide board operations o commitments to equity work o self-assessment of governance practices					
To what extent has the school board developed and implemented the following:		Not drafted	Not adopted	Drafted	Adopted	Implemented/ applied
9.	Our school board has developed an equity statement					
10.	Our school board has developed an equity policy					
11.	Our school board has developed an equity impact action plan to strategically address and measure the impact of the district's equity policies and practices on closing equity gaps					

Adapted by Nicole Anderson and Associates Consulting, L.L.C. 2021

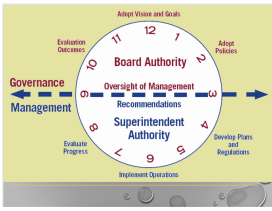


PRIORITIZING OUR EQUITY DRIVEN GOVERNANCE WORK

- Salary disparities/benefits
 - School Facilities/Bond
 - Professional Development
 - Equitable resource allocation
 - Grants/Ed Foundations
-
- Police in schools
 - Disproportionate discipline
 - Social-emotional learning
 - Family engagement/outreach
 - MTSS/RJ/PBIS

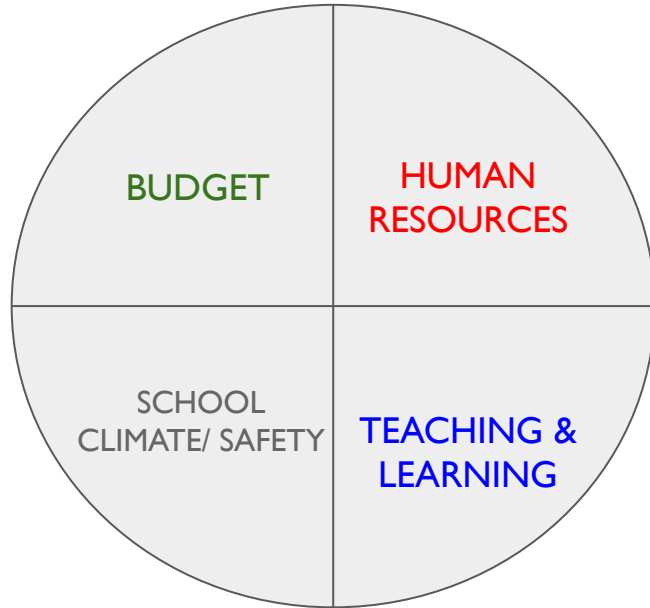


- Recruitment
 - Hiring
 - Retention
 - Negotiations
 - Professional Development
-
- Culturally relevant instruction/adoption
 - Ethnic studies
 - Rigor
 - Grading
 - Student/Staff relationships



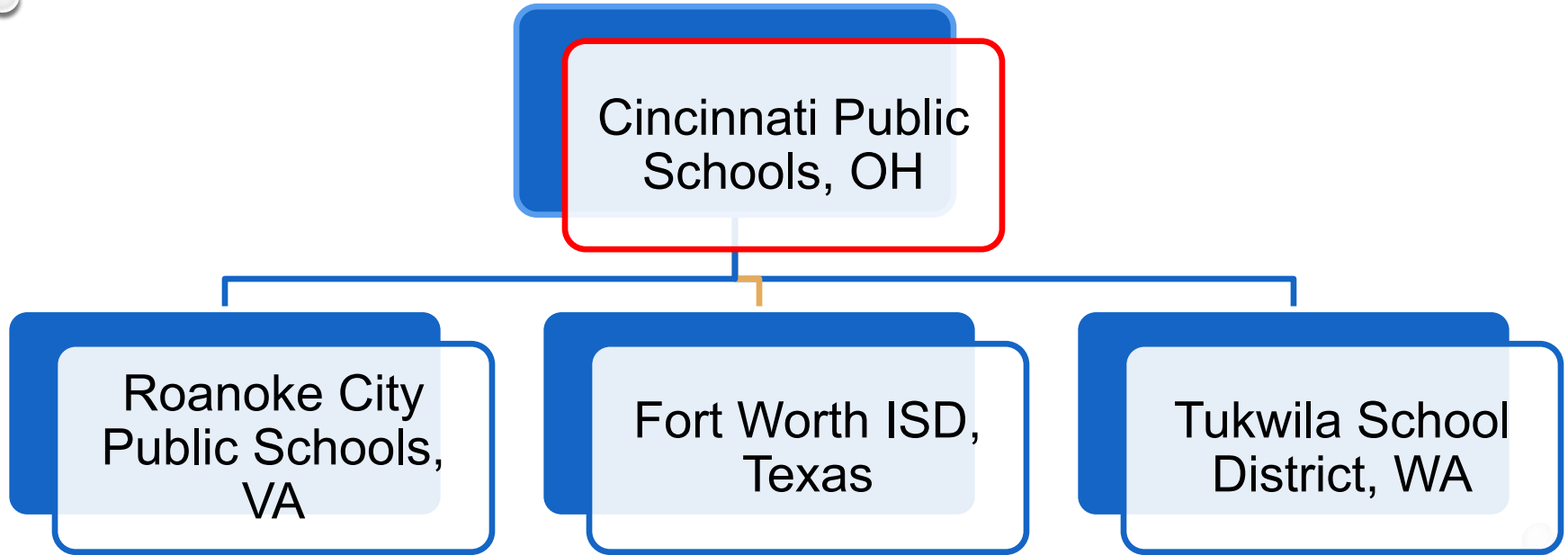
STAFF ROLE/QUESTIONS

“ALIGN WITH BOARD GOALS/PRIORITIES”

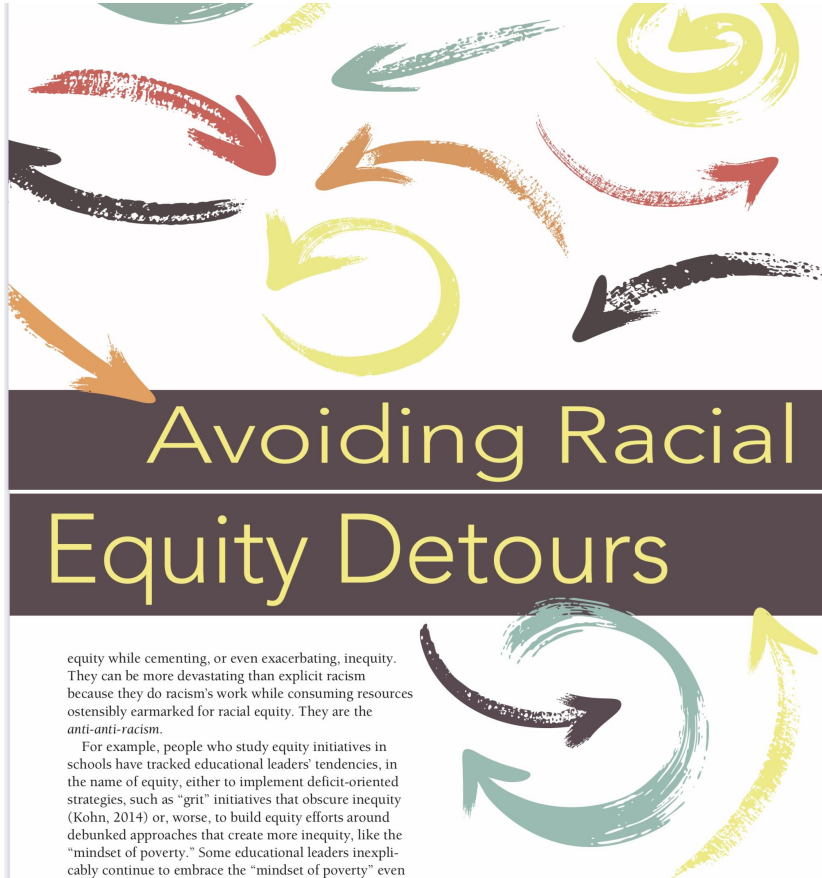


- How do our priorities align with our **organizational work plan**?
- How does this practice align with our **equity** statement and policy?
- What **data** do we have/need to identify the equity gaps that exists?
- How can we **measure** the impact of this practice/policy?
- What **barriers** exist for student success?
- How are we **communicating/outreaching** to our diverse community stakeholders?

Looking Ahead: **SAMPLE EQUITY POLICIES**



Homework for next session



Avoiding Racial Equity Detours

equity while cementing, or even exacerbating, inequity. They can be more devastating than explicit racism because they do racism's work while consuming resources ostensibly earmarked for racial equity. They are the *anti-anti-racism*.

For example, people who study equity initiatives in schools have tracked educational leaders' tendencies, in the name of equity, either to implement deficit-oriented strategies, such as "grit" initiatives that obscure inequity (Kohn, 2014) or, worse, to build equity efforts around debunked approaches that create more inequity, like the "mindset of poverty." Some educational leaders inexplicably continue to embrace the "mindset of poverty" even





Effectively Leveraging an Equity Committee

Purpose

- Collaboration of diverse perspectives about equity priorities
- Research/analyze data
- Make recommendations to board/Supt
- Task force vs. Focus group

Process/Timelines

- Build safe/breve space
- Build capacity/content knowledge
- 3 Sub committees
- Monthly meetings
- Quarterly board updates
- Annual Equity Impact Action Plan update

Outcomes

- Equity impact action plan development with systems lens
- Provide input to board/district leadership on equity statement/work
- Host community listening sessions to gather student/community voice



NEXT STEPS FOR THE GOVERNANCE TEAM

- Future board workshops/study sessions
- Evolve/apply equity statement
- Identify key priorities of the board
- Evolve equity policy
- Leverage an Equity Committee



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