

Equity Task Force

Board of Education
June 15, 2021

Purpose of Presentation

- Members
- Experiences and Challenges
- Equity Task Force Meetings
- Subcommittee Updates
 - Student Success
 - HR/Hiring
 - Curriculum
- How You Can Help
- Looking Forward

Equity Task Force Members

Name	Role	Self-Reported Race and/or Ethnicity
Ana Alvarez	Employee	Costa Rica-Citizen of the world
Alysia Flamer	Parent	Black or African American
Azaybath Gonzales	Parent and Employee	Mexican / Latin / Hispanic
Mia Greenidge	Student	Black/African-American
Isaac Huang	Employee	Asian- Chinese American
Manas Khatore	Student	Indian - South Asian
Nadia Lucero	Employee	Mexican, Chicana, Latinx
Sandra Martínez-Galvan	Employee	Latinx
Jacques McClendon	CVUSD Parent/Community Member	African American
Roshnee Moorthy	Student	South Asian/ Indian
José Luis Pino	Former CVUSD Parent/Community Member	Latino (preferred), Hispanic, POC
Déjà Townsend	Employee	Human, Nationality: American, Ethnicity: African-American or Woman of Color
Catherine Xu	Student	Asian-Chinese American
Ava Zasloff	Student	White/Caucasian, Jewish

Experiences and Challenges

- “We were able to give presentations to school staff about the presence of racism on our campuses and the importance of mandating diverse literature/curriculum in our classrooms. As a student, these presentations opened my eyes to the attitudes that people at large have about racial equity. Many principals and teachers were very open to our ideas, while others seemed more apathetic and were very quiet during our presentations. While progress has definitely been made, it’s clear that there needs to be more conversation about these issues within CVUSD, furthering the need for mandated and more in-depth equity training for all staff.”
- “First year experience is overwhelming in that asking teachers or staff to go outside of their comfort zone is sometimes seen as “outrageous,” yet expectations for students is to challenge themselves and have a growth mindset.”
- “We provided training to the principals and school staff. They heard firsthand stories about how racism and discrimination have impacted us, our friends, and family members in CVUSD. These stories helped open their eyes to the everyday discrimination and equity challenges BIPOC, the disabled, and the LGBTQ+ community face.”
- “Being on the Equity Task Force has been eye-opening in several ways. As a student, I have felt noticed and this committee gave me an opportunity to express my opinions to a group of passionate activists. While there is still improvement to be made within the classroom and amongst community leaders, I am confident that our district is working towards a more inclusive community.”

Equity Task Force Meetings

- Equity Task Force Committee met as a whole group twice a month from September 2020 through May 2021
- Subcommittees were formed to focus on specific areas that impact student access and engagement.
 - Student Success
 - HR/Hiring
 - Curriculum
- Subcommittees held additional meetings beyond the whole ETF meeting times

Student Success Subcommittee

Areas of Focus

- Create an anonymous reporting option for students regarding incidents of racism, discrimination and/or harassment; make the reporting option more visible for students and families
- How the District can communicate support to marginalized communities when there are incidents (locally or nationally) of violence and availability of staff supports
- Redesign CVUSD Diversity, Equity and Inclusion website to be more user friendly
- Increase access to affinity groups (Black Student Union, Gay Straight Alliance) across all secondary sites
- Restorative Justice as a structure to respond to discipline inequities

Progress

- Expansion of Black Student Union to all high schools, including outreach to middle schools
- Participated in the LGBTQ+ Working Group whose work includes drafting a new Student Success Plan for transgender students and preparing mandatory training for all secondary teachers
- Creation of anonymous reporting option
- Communication from Superintendent regarding racial slurs and support of AAPI community

Human Resources Subcommittee

Areas of Focus

- Update and obtain current database to include employee demographics
- Include weighted questions centered around equity in interviews
- Opportunities for employee growth and promotion
- Updating job descriptions to diversify our candidate pool
- Employee trainings that will improve equitable practices
- Department structures and identification of equity-focused roles
- Job postings to a wider community to reach more diverse candidates

Progress

- Will work with HR on a survey to collect demographic information
- Equitable questions have been added to interviews for leadership positions
- Will work with HR to brainstorm opportunities for employee growth and employee trainings
- Updated job postings have increased the range of applicants
- Posting of Director of Multilingual Learners and Equity

Curriculum Subcommittee

Areas of Focus

- Require at least one core literature text where the author and protagonist come from an underrepresented group be taught at every grade level (6-12) every year by Spring of 2022. These texts will come from the Board approved core literature list. This year all diverse texts were on the extended list and were not consistently taught across the district. We are not currently asking that any titles be removed from the list.
- Add more diverse texts to the core literature lists K-12, particularly in the grades that have few or no current options. Diverse texts tell the stories of people who are members of racial, ethnic, and religious minorities, as well as those in the disabled and LGBTQ+ communities.
- Develop an Ethnic Studies course at the high school level that focuses on the history, experiences, and achievements of minority groups in the US.
- Develop history lessons for K-12 that view history from multiple perspectives, not just that of the dominant culture.

Progress

- Participation in ongoing collaborative meetings with instructional services, principals, English department heads, and teachers to discuss strategies to diversify the core literature and reading materials taught in classrooms at every grade level K-12.
- Reading and researching books and creating recommended lists to assist teachers in finding new diverse texts.
- With input from ETF, reading lists have been restructured for grades 6-12 to move diverse texts into a new required category.
- An Ethnic Studies Working Group was established to build an Ethnic Studies course with the goal of piloting in 2021/22. ETF provided research on course development and curriculum at districts around the state to assist in this early stage work. We will continue to meet with the Ethnic Studies Working Group to get updates on their progress and give input.

How You Can Help

In order to truly build a district that gives every child the opportunity and tools needed for success, we need to build a foundation of understanding, respect and shared power. In meeting with teachers, the curriculum group has experienced a high level of enthusiasm and openness to this work. Most teachers want to give our kids the best academic experience possible. However, we cannot expect our teachers to create equitable classrooms and teach inclusive curriculums without support and training. Therefore, we ask the Board of Education to:

- Invest in ongoing professional development (PD) and training that focuses on anti-bias and anti-racism
- Create a Diversity, Equity, and Inclusion Department
- Improve Diversity Recruiting

Equity Task Force: Looking Forward

- Continue to advocate on behalf of marginalized communities by engaging with CVUSD staff - with specific actions identified
- Contribute to professional development with CVUSD staff
- Create opportunities to engage directly with families to solicit more voices
- Continue to hold accountable changes within CVUSD towards equity
- Collaborate with existing DACs and other groups/organizations