



association of california school administrators equity and diversity update

Fall 2015 Issue

A publication of ACSA's Equity Committee

A MESSAGE FROM YOUR EQUITY COMMITTEE

Our Purpose:

To build the capacity and cultural proficiency of all leaders within the organization and through the state of California to effectively eliminate the achievement gap that reflects large numbers of underperforming African American and Latino(a) students. In order to accomplish this purpose we will:

- Research and identify issues related to equity and diversity to ensure equal access for all members and students we serve.
- Develop strong recruitment and retention policies and practices to grow membership through relevant services and products.
- Recommend policies, practices, and resources which lead to quality instructional programs and services to ensure that all students are college and career ready.
- Assist in the development of programs, resources, and materials to help leaders respond to sensitive cultural, ethnic, linguistic, gender, sexual orientation, and economic differences.
- Establish partnerships and communication links with national and state administrator, teacher, parent and other educational organizations.
- Assist the board in implementing aspects of the association strategic plan goals in regards to equity.

ACSA'S EQUITY PROJECT

With the leadership of ACSA executive staff, board, and Equity Committee, the association has made huge strides in addressing equity and diversity issues for leaders and students around the state. While we are just scratching the surface of this great work, we are so proud of our work. Just to name a few things: networking events, collaboration with CAAASA and CALSA, EdCal highlights of diverse members, mentoring program development, legislative advocacy, diverse member outreach, Equity PD at Superintendents' Symposium, Leadership Summit, and the Delegate Assembly.

As we continue to implement the equity project, we are staying focused on our three goals.

- **Membership:** Increase diversity in ACSA membership and leadership through intentional recruitment, retention, and outreach efforts.
- **Communication:** Increase all members' awareness of equity and diversity issues that impact historically underserved leaders and students.
- **Professional Learning:** Provide relevant equity leadership training and

support for ACSA leaders and members that focuses on building capacity in cultural proficiency as well as all areas of equity and diversity.

One of the three goals in ACSA's Equity Project focuses on professional learning. This goal specifically speaks to providing relevant equity leadership training and support for ACSA leaders and members that focuses on building capacity in cultural proficiency as well as all areas of equity and diversity. During the 2015-16 school year, ACSA will be rolling out the following equity professional development services:

- Equity Toolkit
- E-Learning (e-course, e-library)
- Academy Equity focus on CPSEL #5
- Equity Pre-Conference at Leadership Summit (Dr. Jeff Duncan Andrade)
- Equity Strands at Leadership Summit
- Equity Institutes
- Equity Workshop Series
- Networking group career fair
- Delegate Assembly Equity Leadership Workshop
- Staff Equity Training
- Conference breakouts, panels, keynotes (i.e. Sup Symposium, Leadership Summit, etc.)

BREAKING MEMBERSHIP RECORDS!

As we implement ACSA's Equity Project, our focus on membership has played a key role in our ability to break membership records. We are now over 17,000 members strong! Our

Equity Project membership goal is to increase diversity in ACSA membership and leadership through intentional recruitment, retention, and outreach efforts.

MEMBERSHIP BY ETHNICITY

	2006 – 07	2010 – 11	2011 – 12	2012 – 13	2013 – 14	2014 – 15 As of May 2015	2015 – 16 As of Oct. 2015
Hispanic/Latino	1,562 11.7%	1,593 14.2%	1,600 14.5%	1,674 15.02%	1,802 15.3%	2,159 16.4%	2,263 16.7%
African-American	662 4.9%	628 5.6%	607 5.5%	664 5.9%	720 6.1%	763 5.7%	792 5.9%
Total Regular/ Consolidated Members						13,169	13,513

EQUITY COMMITTEE ON THE MOVE!

We are great educational leaders sharing a deep passion for addressing equity and diversity issues existing within our educational systems. We are encouraging all ACSA members to take an active role in this quest to effectively address equity and diversity issues.

IMMEDIATE RESOURCES:

Advocacy

ACSA provides members with tips, instruction and tools for advocacy through the "Introduction to Advocacy" training in regions or districts www.acsa.org/introtoadvocacy.

Equity Committee Information

www.acsa.org/equity

ACSA Professional Development

edservices.acsa.org

ACSA tv

Diversity Retreat & equity videos:

<http://videos.acsa.org>, keyword "equity"

UPCOMING EVENTS:

Oct. 15-16: Delegate Assembly Equity Presentations

Oct. 16-17: Equity Institute begins (Lynwood)

Nov. 4-6 : Leadership Summit Strands:

Nov. 4 Equity Pre-conference

Nov. 5 Superintendents' Panel

Nov. 6 Principals' Panel

Nov. 6 Career Networking Hour

Nov. 13-14: Equity Institute begins (Oakland)

Jan. 8-9: Equity Institute begins (Fresno)

TBD: Networking Events (state and regional)

TBD: Equity Workshop Series

TBD: Regional Equity Focus Groups

CULTURAL PROFICIENCY

As educators, we are the first to know that there is an abundance of research and data that supports the need to be culturally proficient to lead for equity. We often think of student achievement and discipline data as they represent great disproportionalities between historically oppressed students and their entitled counterparts. However, to be culturally proficient, we must get a deeper level of awareness of research and data to help us understand how policies, practices, and behaviors perpetuate the inequities that have existed in public education since 1779 when Thomas Jefferson proposed a two-track educational system, with different tracks for (in his words) "the laboring and the learned." Scholarships would allow a select few of the laboring class to advance by "raking a few geniuses from the rubbish." To help us understand the full extent of the historical impact on our current reality, it is helpful to reflect on the historical timeline of public education, such as that provided by the National Equity Project. One will find that after centuries of educational initiatives and policy changes, we currently find ourselves addressing the same inequitable circumstances for students. We must begin to realize that the system was designed to produce what it is producing. That two-track system appears to remain in effect as the "achievement gap."

It is also important that we recognize that our student achievement data drives the actions of policy makers in our society. For example, as we analyze our 3rd grade literacy rates to improve instruction, researchers state that prisons are being built based on this same data. This speaks volumes to leaders about the importance of focusing on saving lives upon student entrance to school at age 4. When looking deeper at this data, it speaks more to the fact that our cultural proficiency is essential to truly saving the lives of those students who historically fill our prisons at high rates around the nation.

It's not just a moral imperative; it's an expectation in our profession as we are evaluated on standards that focus on ethics, integrity, equity, and cultural responsiveness.

Recently, the California Professional Standards on Educational Leaders (Feb. 2014) as well as the National Professional Standards for Educational Leaders (Oct. 2015) were revised to reflect this.

- Standard 3 of the National Professional Standards for Educational Leaders (previously ISLLC standards) speaks to effective educational leaders striving for equity of educational opportunities and culturally responsive practices to promote each student's academic success and well-being.
- California Professional Standards for Educational Leaders (CPSEL) Standard 5 speaks to Ethics and Integrity with the expectation that "Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard." Additionally, Element 5B states: Ethical Decision-Making encourages leaders to "guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions." Among the example indicators suggested leaders would identify "personal and institutional biases and remove barriers that derive from economic, social-emotional, racial, linguistic, cultural, physical, gender, or other sources of educational disadvantage or discrimination."

As educational leaders, we must increase our awareness of equity issues, address our own belief systems and biases, and improve our cultural proficiency levels. Once we have taken those steps in this journey, our changed hearts and mindsets will automatically lead you to next steps that effectively impact your students, school community, and ultimately close the achievement gap.

"Educational Leaders: we cannot close the achievement gap that we see in our schools if we don't close the one in our minds first."

—Nicole Anderson

ACSA'S EQUITY TOOLKIT UPDATE

ACSA's Equity Committee and Toolkit subcommittee have been working hard at rolling out the first phase of the equity toolkit to members. The toolkit's purpose is to provide a "One Stop Shop" equity resource for members to utilize as they build their cultural proficiency leadership capacity. The tool kit is designed to be a living document developed in phases to support the growth of leaders along the cultural proficiency

continuum. In order to produce a quality product for members, we have extended our release date to the spring of 2016.

The toolkit will be available through ACSA's professional development online platform and will include the following components:

1. Introduction and overview

- a. Forward by Dr. Randall Lindsey and Stephanie Graham

CONTINUED ON P. 4

EQUITY INSTITUTES!

ACSA, in conjunction with its equity partners, is proud to bring you a unique new professional development experience designed to build your cultural proficiency capacity in order to lead for equity. We have designed a rich program for district teams and individual leaders from all educational levels to assist in the development of deep belief systems and understanding of diversity that empower you to be proactive and responsive to the diverse needs of the community you serve.

ACSA recognizes that all of our protected classes (including but not limited to LGBTQ, gender, disabilities, religion, and language) fall under the scope of this work and deserve intentional and strategic efforts to provide relevant support. While the work in this institute will primarily focus on race, we believe the foundational skills that will be explored and developed can be applied to effectively serve all marginalized groups.

The institutes will focus on addressing CPSEL #5, "Ethics and integrity." Outcomes will center around the following topics:

- Equity, culture, and community responsiveness
- Cultural proficiency
- Disrupting patterns of inequity

There will be three institutes held in Northern, Southern, and Central California. Presenters will feature but not be limited to: Dr. Jeffrey Duncan Andrade, Dr. Randall Lindsey, and Dr. Ken Magdaleno.

We are encouraging our leaders to send district teams and key equity leaders to ACSA's equity institutes. As members go through the institutes and build capacity as equity leaders, we look forward to their facilitation of these institutes in the near future! We are excited about partnering with Generation Ready, Teaching Excellence Network, and Partners in School Innovation in facilitating these unique new institutes in ACSA's professional development program. Registration is now open.

For registration details, visit us at www.acsa.org/equity or contact Nicole Anderson at nanderson@acsa.org.

REGIONAL EQUITY FOCUS GROUPS

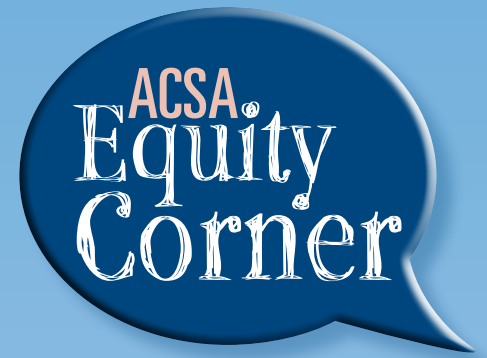
We are encouraging our region leadership to conduct equity focus groups in their regions as a vehicle to foster courageous conversations about the equity challenges that exist. Nicole Anderson, our Diversity and Equal Access Executive works closely with the Equity Committee to facilitate these focus groups. The purpose of the focus groups are as follows:

- Receive professional development resources to support facilitation of equity work.
- Analyze relevant data that presents an equity challenge(s).
- Discuss the equity challenge(s).
- Discuss and plan next steps for ACSA leaders and members.

Region leaders are encouraged to connect with their region representative on the equity committee to set up a date for an equity focus group. Thus far, regions 3, 10, 11, 15, 19 have conducted focus groups along with numerous charters around the state. Several regions are pending and will confirm dates soon.

Action steps that regions can consider when leading for equity:

- Ensure that equity is an ongoing agenda item through discussions around articles, data, and best practices
- Ensure an effective level of communication amongst all region members in order to share best practices around equity and diversity
- Frequently review and discuss by-laws and budget to ensure that equitable practices are carried out for all members
- Create networking events that foster relevant PD and networking opportunities for leaders of color as well as leaders who serve students of color
- Provide scholarships for members to attend relevant ACSA PD and training sessions
- Ensure legislative advocacy amongst region leadership to increase involvement of members in order to influence "real" change in educational policy for our students
- Encourage members' involvement in committees and councils
- Commit to bringing a new/potential member to each ACSA event

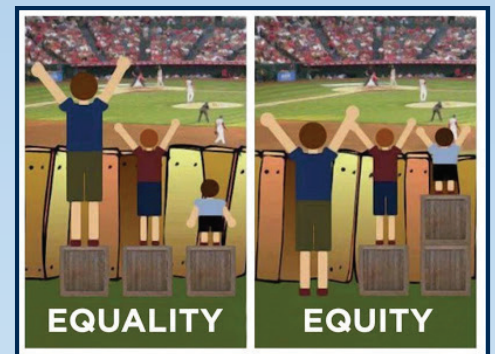


ACSA's Definition of Educational Equity

"Educational equity provides students access to resources and opportunities based on their individual need to achieve high quality educational outcomes."

–ACSA members

Defining something as important as educational equity is not a simple task. However, it is imperative to define a common language as we focus on addressing this central tenet in implementation of the equity project. Over 500 members provided their definition of educational equity in the Equity and Access Survey. ACSA used these varied definitions to finalize the definition of educational equity.



Thank you to all members who provided feedback in the survey!



Diversity and Equal Access Executive

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EQUITY TOOLKIT (CONTINUED FROM P. 2)

- b. Cultural Proficiency Framework
2. **Awareness—addressing our belief systems**
 - a. Self assessment
 - b. District assessment
 - c. Data and research
3. **Practical steps**
 - a. Professional development with e-courses and videos
 - b. Best practices
 - c. Action planning
4. **Resources**
 - a. Consultants/facilitators
 - b. Articles, books, publications
 - c. Professional development
 - d. E-library

Please contact Nicole Anderson at ndanderson@acsa.org for details or if you would like to contribute to building the content of the toolkit.



SERVING MEMBER NEEDS AROUND EQUITY AND DIVERSITY

- Mentoring
- Networking Events
- Equity Focus Groups
- Professional Development
- Legal Services
- Equity Toolkit
- Educational Publications
- ACSA TV, Blog, Mobile App
- Legislative Advocacy
- Committee/Council Leadership
- Recognition
- Equity Partners

YOUR 2015-2016 EQUITY COMMITTEE

Kim Hendricks (R-19), Leo Perez (R-1), Chris Reyna (R-2), Edgar Lampkin (R-3), Tara Bianchi (R-4), Carla Llewelyn Vasquez (R-5), Tess Johnson (R-6), Isaias Rumayor (R-7), George Sanchez (R-8), Barbara Woodard (R-9), Delia Gomez (R-10), Frank Silveira (R-11), Fermin Jaramillo (R-12), Zenda Abbott (R-13), Cheryl Bodger (R-14), Jennifer Smith-Jackson (R-15), Marco Nava (R-16), Yadira Moreno (R-17), Felicia Matthews (R-18), Pamela Wilson (R-19)

Equity Committee Liaisons:

Gloria Ervin (ACSA Urban Ed Council Liaison)
Eric Andrew (ACSA Board Liaison)
Michael Watkins (CAAASA Liaison)
Vacant (CALSA Liaison)

ACSA Staff Support:

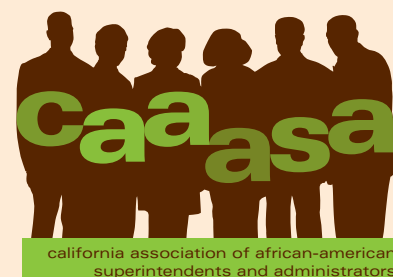
Nicole Anderson (Committee Executive)
Sal Villaseñor (Legislative Advocate)
Janis Rawlins (Member Services)

For more information, go the Equity Project on the ACSA App, follow us on Twitter: @margieacsa and @ndanderson, or visit us at www.acsa.org/equity.

BUILDING STRONG PARTNERSHIPS WITH ORGANIZATIONS INCLUDING:



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