



Equity Launch

Dr. Fabiola Bagula she/her/hers

Dr. Steven Dorsey he/him/his



    @SanDiegoCOE

Welcome

What this work is.....

- *The development of a committee of stakeholders: CUSD students, staff, and parents*
- *A two year journey to examine existing practices in CUSD and apply an equity and access lens to decision making*
- *A comprehensive review of CUSD data in order to make informed and data-driven decisions*
- *A forum to listen, explore, and dialogue about diversity, equity and inclusion issues within CUSD*

... and is NOT:

- *A complete overhaul of CUSD policies and/or practices*
- *A shift from our core values*
- *An abandonment of the Common Core State Standards*
- *An adoption new standards / curriculum*
- *A 'quick fix', 'one off', or a 'checking of the box'*

CUSD Equity Board Policy (BP 0415)

The Governing Board believes that the diversity that exists among the district's community of students, staff, parents/guardians, and community members is **integral** to the district's vision, mission, and goals. Addressing the needs of every child, every day requires recognition of the inherent value of diversity, equity and inclusion and acknowledgement that educational excellence requires a commitment to equity in the opportunities provided to students and the resulting outcomes. The Governing Board also believes that, in order for every child, every day to be successful, CUSD must create conditions where all members of our school community **feel safe, valued, and respected** while in our care.

Equity Committee:

- We are all here for our community of CUSD
- We are equals
- We bring our own unique perspective

CUSD Equity Committee members:

- 10 students (grades 7-12)
Recommended by site leadership
- 15 Parents/guardians
All self-selected volunteers
- 22 CUSD staff members
All volunteers

Partnership with SDCOE Equity Department

- *Expertise in Educational Equity*
- *Ability to provide an “objective” view of CUSD*
- *Facilitate learning so CUSD staff can provide meaningful participation*
- *Coaching for CUSD staff*
- *Access to district data systems to guide data-informed decisions*
- *Knowledge of state-wide data and trends for comparison to CUSD*

One Breath Check In

What are you leaving behind in order to be present?



Invitation to Hold this Metaphor

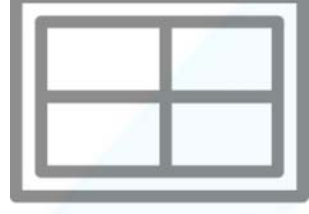


Mirror

Looking In

Insights into myself

(beliefs, identity, experiences)



Window

Looking Out

Insight on our students, families,
colleagues, school, district

Leading from the Inside-Out

**“All meaningful and lasting
change begins on the inside.”**

- Martin Luther King, Jr.



- “If I had an hour to solve a problem I’d spend 55 minutes thinking about the **problem** and 5 minutes thinking about solutions” - Albert Einstein
- “**Vulnerability** is the birthplace of innovation, creativity, and change” - Dr. Brené Brown
- “Participants must be able to **tolerate ambiguity**, work with plausible competing conceptions that seemingly push in opposite directions and live with the **uncertainty** as to exactly how everything will come together. They must trust that the principles and processes of improvement will eventually guide them to a productive end.” Bryk, et al

Ways We Want to Be

- *We acknowledge one another as equals.*
- *We try to stay curious about each other*
- *We recognize that we need each others help to become better listeners*
- *We slow down so we have time to think and reflect*
- *We remember that conversation is the natural way humans think together*
- *We expect it to be messy at times*

[Margaret Wheatley "All Social Change Begins with a Conversation"](#)

Coronado Equity Journey



- *Phase 1* Build Trust, understand ourselves and the collective and its impact on issues of equity
- *Phase 2* Build team, continue to engage in reflective and complex dialogue, continue to learn about issues of equity
- *Phase 3* Reimagine our work and design inclusive practices

Today's Learning

- 1) I have begun to explore my own identity and my name in service of leading for equity
- 2) I understand the multi-dimensions of what equity means

Identity

What do I understand about my own identity and situatedness- and how students may experience me?

Mindset

What is my own mindset and assumptions about student's ability to succeed?

Skills

What skills do I have, and which do I need to learn to meet the various needs of students?

Identity Bridge

How a **student** sees her/himself in the world

- Culture, Race, Gender, Class, Sexual identity, language, etc
- Situatedness (how one is positioned relative to opportunity)
- Identity with peers, within school



How a **teacher** sees her/himself in the world:

- Culture, race, gender, class, sexual identity, language, etc
- Situatedness (how one is positioned relative to opportunity)
- Professional Identity: collegial and pedagogical identity- within school, relative to peers

How might this student experience me, given my identity? How can I build rapport and cultural sync with this student?

What's In A Name?





Fabiola Bagula

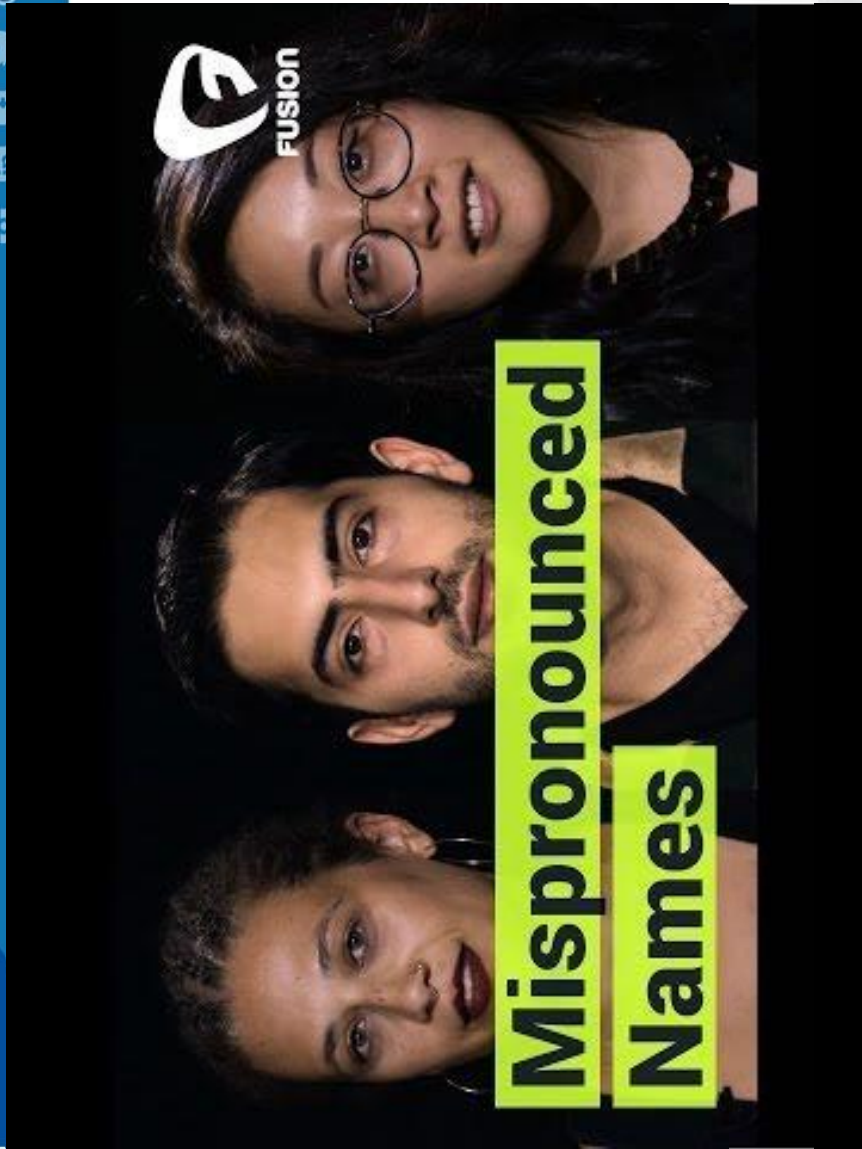
Fah-vee-ola Bah-goo-la



What's In A Name?

- Take Turns to Tell Your Partner:
 - who gave it you you?
 - the meaning of your first name
 - how to spell it
 - if you like your name
 - any interesting story behind it
 - Do you use another name/ why?
- Share With Your Partner:
 - Are there any connections?





Pronouncing Students' Names Correctly Should Be a Big Deal ...

<https://www.edweek.org/tm/.../pronouncing-students-names-correctly-should-be-a.html>

Nov 15, 2017 - As a South Asian American student, Punita Chhabra Rice spent over a decade mispronouncing her own name to make it easier for teachers to ...

The Lasting Impact of Mispronouncing Students' Names - NEA Today

neatoday.org/2016/09/01/pronouncing-students-names/ ▼

Sep 1, 2016 - But to students, their name can be a powerful link to their identity.

Pronouncing students' names correctly – during attendance, a classroom ...

How We Pronounce Student Names, and Why it Matters | Cult of ...

<https://www.cultofpedagogy.com/gift-of-pronunciation/> ▼

Apr 14, 2014 - If you're in a position to say lots of student names—in your I try really hard to pronounce my student's name correctly and I don't mind being ...

"The Importance of Pronouncing My Name" - Take the My Name, My ...

<https://www.transact.com/blog/bilingual-name-identity> ▼

Nov 29, 2017 - One of the things I emphasize in that presentation is the importance of **pronouncing students' names** and their parents' names correctly.

Pronouncing Names Correctly Is An Important Step Toward Racial ...

https://www.huffingtonpost.com/entry/say-her-name_us_587852c9e4b094e1aa9dc4f8 ▼

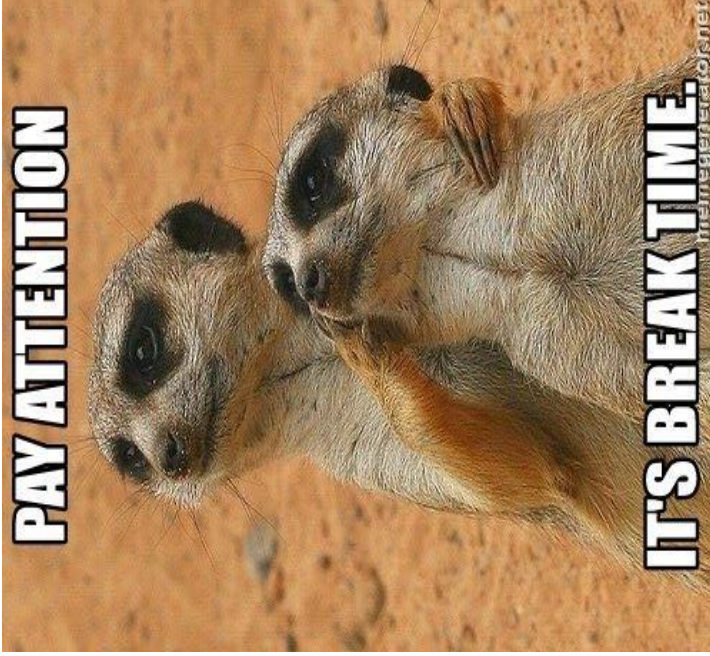
Jan 13, 2017 - Names are representative of culture and family history. When an ethnic name is 'dumbed down' for an American speaker, something beautiful ...

A teacher mispronouncing a student's name can have a lasting impact ...

<https://www.pbs.org/.../a-teacher-mispronouncing-a-students-name-can-have-a-lasting-...> ▼

Reflection





Take a quick bio
break & a stretch
5 min

What is this thing called EQUITY?

People talk about....

- Equitable outcomes or goals
- Equitable practices and policies
- Doing “equity work” or “equity-centered” work
- Addressing equity issues or challenges
- Having an “equity lens”

What does *EQUITY* mean to you?



Equity is...

Racism

Sexism

Ageism

Diversity

Religion

Inclusion

Cultural Competence

Ability and Size

Discrimination

Complex

Stereotype Threat

Macro/Micro Aggressions

Systemic Oppression

- Agents of Oppression
- Targets of Oppression

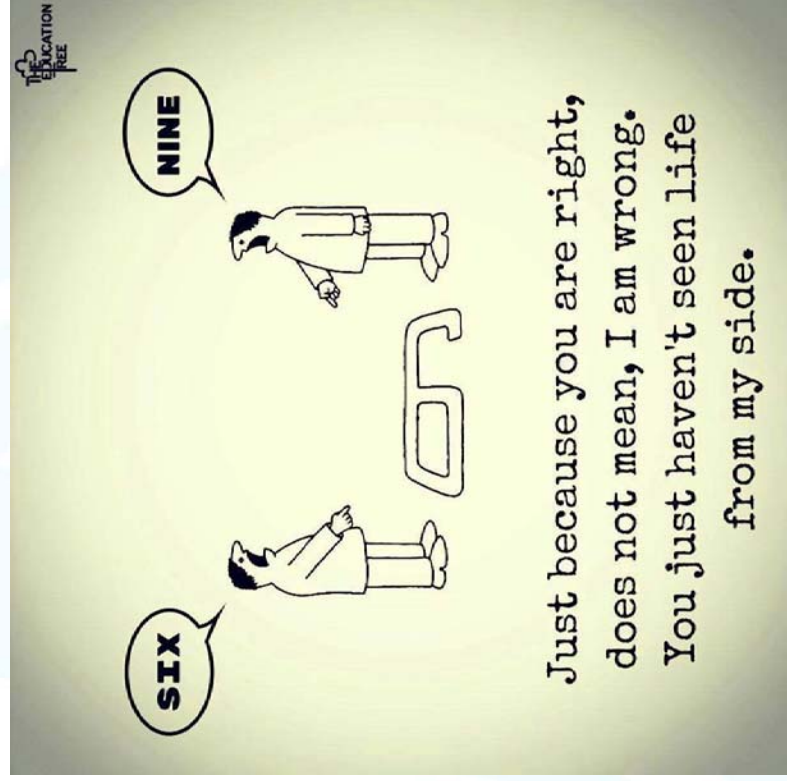
Privilege

-Earned

-Unearned

Unconscious Mind/Implicit Bias

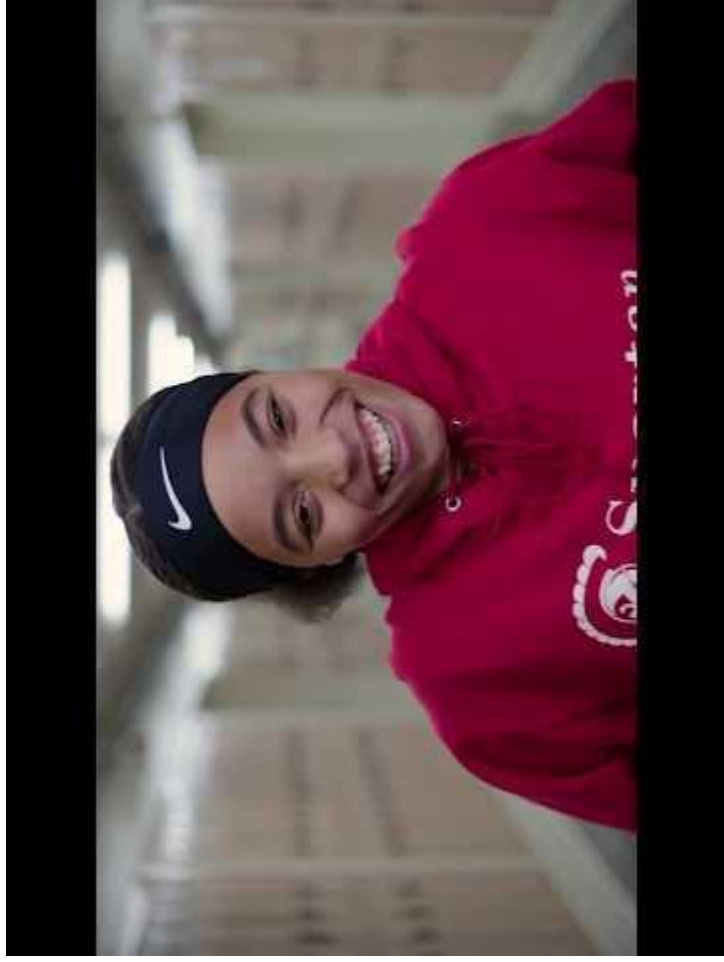
Equity Perspectives





What we mean today... EQUITY

   @SanDiegoCOE



“An Equity tide raises all boats”

Nogera & Blankenstein (2016)

**Working toward EQUITY
means:**

Equality



Equity



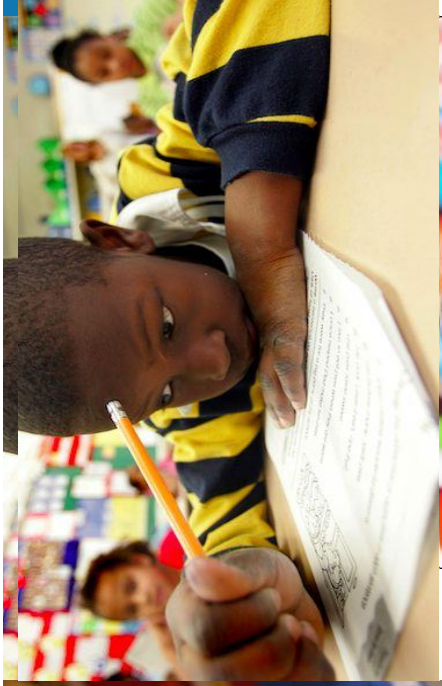
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Equity: A commitment to ensure each child receives what he or she needs to develop to their full academic and social potential



Removing the predictability of success and failure that currently correlates with any social, economic or cultural factor





**Interrupting inequitable
practices, examining
biases, and creating
inclusive school
environments for all**



**Discovering & cultivating the unique
gifts, talents & interests that every
human possesses.**

How has your view of **EQUITY** been expanded, refined, or affirmed?



#2

zoom
BREAKOUT ROOMS

Feedback Survey



Communication

What learning did we engage in today?

How will we narrate our story to the community?

Closing Circle: One Word

