



Educational Equity: Building Culture Through Conversations About Race and Bias

*General Membership Meeting
Canada College, Redwood City
February 27, 2023*

Agenda

- Welcome and Agenda - Sophia Layne and Greg Land
- Introduction - Kalimah Salahuddin
- Presentation - Dr. Shelly Viramontez, Whitney Holton, and Richard Nguyen
- Q&A/Discussion - Shawneece Stevenson

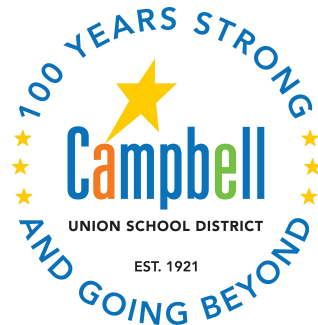


Introduction





Building Culture Through Conversations About Race and Bias



Dr. Shelly Viramontez, Whitney Holton, Richard Nguyen

Our Lens/Our Identity

Dr. Shelly Viramontez

- Married woman (she/her)
- Mother of Megan and Jake
- First generation college student
- Worked to pay way for college
- Both children attended my college graduation
- Middle class adult

Whitney Holton

- Married woman (she/her)
- Mother of Jake and Maya
- First generation college student
- Child of divorced multi-racial parents
- Attended 8 schools and lived in four states in K-12
- Free and Reduced lunch/latchkey kid
- Middle class adult



Our Lens/Our Identity (continued)

Richard Nguyen, Board President

- Born in California to Vietnamese refugees
- Grew up in one of the poorest neighborhoods
- Campbell Union School District student
- Went on to earn MPP and JD
- Non-parent
- 1st Asian American to serve on CUSD School Board



Who We Serve in Campbell

Cumulative Enrollment by Race/Ethnicity (2020-21)

- Unduplicated Pupil Count (Foster Youth, Free/Reduced-Price Meals, English Learners): 47.6%
- Hispanic/Latino 47%
- English Learners: 24.3%
- White 22%
- Asian 16%
- Two or More Races 7%
- Black/African American 3.26%
- Filipino 2.13%
- None Reported 1.4%
- Native Hawaiian/Pacific Islander 0.29%
- American Indian/Alaska Native 0.24%



Our Goals

LCAP Goal 1:

High quality first instruction for all.



Education Beyond the Expected

LCAP Goal 3:

Parent, family, and community engagement to support all learners.



LCAP Goal 2:

High quality social emotional learning for all.

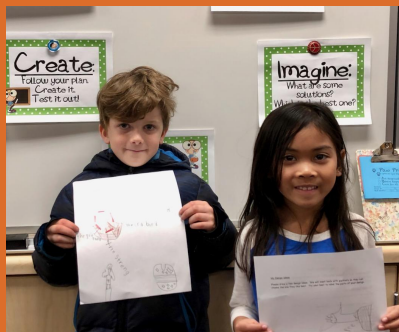


Effective professional learning communities • Every child a reader • Math improvement • Profile of a graduate
Social emotional learning • Parent and family engagement • Commitment to diversity, equity, and inclusion



CUSD Core Values

We are
learners.



We are
collaborators.



We are
community
builders.



Values and Commitments



Self-Directed



Innovative



Critical Thinker



Collaborative



Empathetic

We Are Learners

- We listen to understand and build clarity
- We are curious and operate with a growth mindset
- We are open to growing pains and discomfort
- We persevere through failure
- We offer and solicit honest feedback
- We make time to reflect
- We celebrate growth and impact

We Are Collaborators

- We share our voice and share the air
- We build trusting relationships
- We are open and willing to learn from all perspectives
- We create intentional opportunities for all to share
- We are responsible to ourselves and others
- We demonstrate vulnerability

We Are Community Builders

- We uplift marginalized voices
- We create a culture of kindness
- We take time to know and care for each other
- We listen with an open mind
- We respect confidentiality
- We build trust
- We create buy in



Board Acts to Reaffirm Commitment to Equity

Emphasis on promoting inclusion, removing inequities



Equity Journey: Year 1



Responding to the Racial Reckoning

- Be intentional about anti-racism/bias work
- Own the work internally, make it our work and not the work of outside consultants
- Embed it in all aspects of work we were doing
- Start first with ourselves



Clear and Concise Goals

Year 1

1. Increase the racial literacy of our leadership and instructional teams.
2. Normalize conversations about race, bias and racism.
3. Understand how our system is contributing to inequity and injustice.

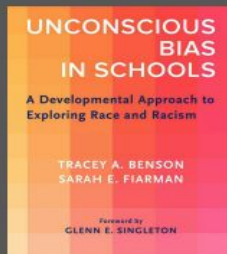


Our work started with intentional adult learning to build racial literacy among the leaders within our system.

Lead by
Dr. Tracey A. Benson



Author of Unconscious
Bias in Schools:
A Developmental
Approach to Race and
Racism



ANTI-RACIST LEADERSHIP INSTITUTE

This comprehensive program is designed to help education leaders build knowledge, skill, and ability, while concurrently developing a concise, high-yield plan of action to increase racial equity.

This two-part program includes a 5-week, 40-hour Anti-Racist Master Class and 12 weeks of ongoing coaching and implementation support from Dr. Benson to coach you through the initial implementation phase.

Upon completion of the program you will benefit from:

- Valuable knowledge and the skill set to implement racial equity initiatives in your school and/or district
- A clear and actionable plan to address racial equity issues in your school and/or district
- Professional guidance during implementation to help you overcome inevitable challenges, remain committed to your own change journey, and recognize your success and growth.
- The tools and resources to produce more positive educational outcomes for your students from historically-marginalized racial groups
- Individual leadership skills around racial equity and the skill set needed to engage your full faculty, students and families around racial equity initiatives



Getting Started: Year 1

Creating Your Racial Autobiography

Start with your **Racial Autobiography Bookends**. What can you recall about the earliest and most recent events and conversations about race, race relations, and/or racism that may have impacted your current perspectives and/or experiences.

- ❖ Earliest: What was your first personal experience in dealing with race or racism? Describe what happened.
- ❖ Most Recent: Describe your most recent personal experience in dealing with race or racism. Describe what happened.

To help you think about the time between your earliest and most recent racial experiences, jot down notes to answer the questions below. Let the questions guide but not limit your thinking. Note any other memories or ideas that seem relevant to you. When you have identified some of the landmarks on your racial journey, start writing your autobiography. Remember that it is a fluid document, one that you will reflect on and update many times as your racial consciousness evolves.

Questions address: Family. Neighborhood. Elementary, Middle & High School.
Present & future goals



Year 1 Outcomes

- Racial literacy focus at all district leadership and instructional team meetings
- Formation of a diversity, equity and inclusion committee with multiple perspectives represented
- Collective learning
- Creation of an anti-racism statement: Collaborative process after viewing [The Difference Between Being Racist and Anti-Racist](#)
- What would a statement committed to anti-racism look like?
 - What words would be in it?

What a racist idea is....	What an anti-racist idea is....
What a racist policy is...	What an anti-racist policy is...



Anti-Racism Statement

In Campbell, we realize that racism is dehumanizing to everyone it touches.

Racism is systemic oppression that is conscious or unconscious, intentional or unintentional grounded in racial prejudices designed to reinforce the superiority of one race over another by an individual or group.



Self-Directed

We acknowledge... that in our desire to become an anti-racist and inclusive organization we must transparently identify and deconstruct issues of race and bias that are negatively impacting our system, our policies and our people.



Collaborative

In our learning community we are resolved... to challenge and improve current practice at all levels in order to provide more equitable opportunities for all.



Empathetic

In our learning community we are resolved... to lean into discomfort to uncover biases and learn about our history, ourselves, and those we serve.



A Critical Thinker

In Campbell we commit... to eradicate racist practices by developing along a continuum toward deeper understanding of race, racism and how it impacts our system.

We do this work with love, compassion, and justice to honor our students and families.

[Link to our statement](#)





Creating Inclusive Organization

- Updating Board policies with our statement in mind
- Examining our hiring and staff placement practices
- Expanding opportunities for students with disabilities to be included in general education settings
- Including culturally appropriate library books
- Removing barriers for participation
 - Busing for after school activities/summer school
- Eliminating programs when they do not offer equal opportunity for all
 - Gifted and Talented Program
 - Advanced Math classes
 - Long term independent study program aka Home School





Challenging and Improving Practice

- Cycles of improvement: Identification of focal students
- Additional opportunities for learning (Summer, Saturday, Expanded Learning, Tutoring programs)
- Street Data by Shane Safir and Jamila Dugan book study
- Bright spot mining process aligned to collecting Street Data that identifies what works for certain groups of students
- Evaluating the metrics that matter and determining what data points we value and will communicate to the public
 - What story does the data tell?





Lean into Discomfort

- School-level Anti-Racism Learning Pathways designed for staff to start the journey with an exploration of their personal beliefs
- Dismantling Racism in Math professional development
- Challenging staff mindset by discussing what impact bias may have in how decisions are made on behalf of students
 - Question how implicit bias may be impacting results
- Engaging in conversations that challenge assumptions
- Ongoing professional development
- Courageous conversations





Eradicate Racist Practices

- Tapping our untapped voices: Forum for African American/ Black families and follow up Survey
- Panorama survey highlighting student and staff voice
- Leader rounding process aligned to the topic of anti-racism
- Focus groups with students
- After school clubs at the middle school level: LGBTQ+, Ethnic Groups based on student interest
- Examining trends in our student study team process aligned to data points



Equity Journey: Year 2



Clear and Concise Goals

Year 2

1. Increase the racial literacy of our system.
2. Normalize conversations about race, bias and racism within our system.
3. Engage the voice of untapped families/students within our system.



What do we need to rethink?

Think Again by Adam Grant



It takes **humility** to reconsider our past commitments, **doubt** to question our present decisions, and **curiosity** to **reimagine** our future plans.

What we discover along the way can **free us** from the shackles of our familiar surroundings and our former selves.

Rethinking Group Work

1. Determine specific learning/unlearning, determine how to move that work forward.
2. Prepare a presentation to share with the group

How can we redefine learning in light of our pandemic experience?

What do we hold sacred and what do we need to remove/unlearn?

Creating School/Program Pathways



#1 Character Strong Option

Self-Paced Manageable modules: You provide staff with time for the training and allocate time to discuss as a school team.

- Guided notes for each section
- Covers topics on culturally responsive practices, equity, ally vs. accomplice, anti-racist practices and more
- Helps you examine policies in your school
- Easy to use platform

Episode 1: Terminology (23 min.)

Episode 2: Personal Story (30 min.)

Episode 3: Identity (26 min.)

Episode 4: Community (28 min.)

Episode 5: Who am I serving? (27 min.)

Episode 6: Systems (23 min.)



- Click [here](#) for more information
- On [Demand Course](#) Webinar



#2 Panorama Option



This is an option that will get at the anti-racism work using the student voice as the center of the work.

- Sites will administer the Equity and Inclusion survey to staff and students. (in addition to the SEL survey)
- Sites will use data from the students to engage staff around topics of importance to the school community.
- An equity consultant from Panorama will support you as you evaluate the data and plan necessary professional development.
- More information and access to download the survey



#3 UDL Integration Option

*No Prior training on UDL is necessary.

Book Study: *Antiracism and Universal Design for Learning: Building Expressways to Success* by Andratesha Fitzgerald

This option will be led by the author:

Teachers will attend the sessions with the author and participate in her training over the course of the year. They will receive the book and learn practical strategies to embed into their classrooms.

[Link here](#) for more information about the book



#4 Design Your Own Option

This is for the school with ideas beyond what are listed here. You want to customize the anti-racism work into the current work that you have planned with other contractors or your staff.

You will need to work with teaching and learning team to outline how your plan will meet the goals that we have for year 2.



Equity Work: Year 3



Expanding Our Reach

Year 1 Focus: School Leaders and Instructional Teams

Year 2 Focus: School Pathways including teachers

Year 3: Classified leaders and staff: Year long Equity Institute

Teacher Leadership teams

Student teams



Goal 3 Takes Precedence in Year 3

1. Increase the racial literacy of our leadership and instructional teams.
2. Normalize conversations about race, bias and racism.
3. Engage the voice of untapped families/students/Staff within our system.

Strategies to be implemented

Leader Rounding	Gathering Street Data
Focus Groups	Empathy Interviews
Student Shadowing	Community Forums



Measuring our Work



Cultural Awareness and Action (Adult Focus)

Question	Fall 2020	Fall 2022	Change
Overall Results (205 responses) How well a school supports staff and faculty in learning about, discussing and confronting issues of race, ethnicity, and culture	58%	67%	+9%
How often do you think about what colleagues of different races, ethnicities, or cultures experience?	84%	92%	+8%
How confident are you that adults at your school can have honest conversations with each other about race?	50%	50%	0%
At your school, how often are you encouraged to think more deeply about race-related topics?	67%	78%	+11%
How comfortable are you discussing race-related topics with your colleagues?	49%	60%	+11%
How often do adults at your school have important conversations about race, even when they might be uncomfortable?	47%	63%	+16%
When there are major news events related to race, how often do adults at your school talk about them with each other?	66%	71%	+5%
How well does your school help staff speak out against racism?	41%	54%	+13%

Cultural Awareness and Action (Student Focus)

Question	Fall 2021	Fall 2022	Change
Overall Results (476 responses) How well a school supports students in learning about, discussing and confronting issues of race, ethnicity, and culture	37%	63%	+26%
How often are students given opportunities to learn about people from different races, ethnicities, or cultures?	50%	57%	+7%
How often do you think about what students of different races, ethnicities, or cultures experience?	71%	98%	+27%
How confident are you that adults at your school have honest conversations with students about race?	39%	42%	+3%
At your school, how often are students encouraged to think more deeply about race-related topics?	22%	78%	+56%
How comfortable are you discussing race-related topics with students?	53%	59%	+6%
How often do students at your school have important conversations about race, even when they might be uncomfortable?	11%	71%	+60%
When there are major news events related to race, how often do adults at your school talk about them with students?	21%	70%	+49%
How well does your school help students speak out against racism?	27%	30%	+3%

Cultural Awareness and Action (Students 6-8)

Question	Fall 2021	Fall 2022	Change
Overall Results (1,513 responses) How often students learn about, discuss and confront issues of race, ethnicity, and culture in school	53%	52%	-1%
How often do teachers encourage you to learn about people from different races, ethnicities, or cultures?	48%	45%	-3%
How often do you think about what someone from a different race, ethnicity, or culture experiences?	73%	71%	-2%
How confident are you that students at your school have honest conversations about race?	42%	39%	-3%
At your school, how often are you encouraged to think more deeply about race-related topics?	69%	67%	-2%
How often do students at your school have important conversations about race, even when they might be uncomfortable?	41%	44%	+3%
When there are major news events related to race, how often do adults at your school talk about them with students?	63%	67%	+4%
How well does your school help students speak out against racism?	52%	50%	-2%



wish teachers wish anything
 language hispanics different races people other races
 experience matter i dont racism different race history
 palestine skin nothing i guess color god racist everyone cultures students mexicans
 racial slurs other ethnicities share many experiences other people america



A Sample of Student Responses

“I wish they knew some of my culture and how I grew up, not many people get to experience that in their life.”

“Honestly I don’t think race really matters to me, I always just focus on someone’s personality rather than their race.”

“I wish racism was taught more, as well as the history to educate children on how much times changed.”

“I wish we did more lessons about diversity and race. As well as having important conversations about it.”

“We should have more representation of different races and acknowledgment of different cultures.”

“I want teachers to know that I have seen a few people be racist in school, it is still a problem.”

“I don’t really experience anything bad since a lot of people at school are people of color and I hope it’s like that for everyone.”

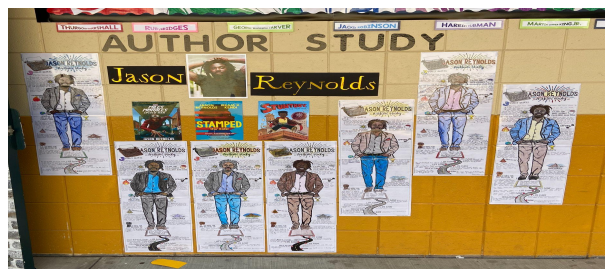
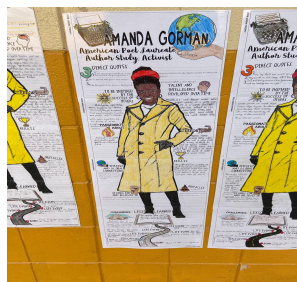
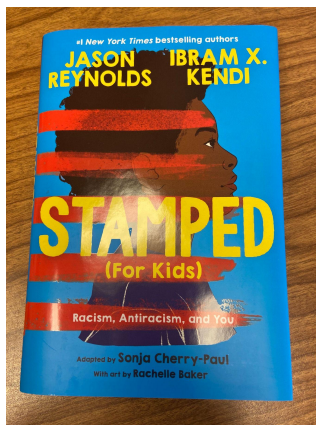


What We Have Learned So Far

- Students are much more ready than adults to have discussion about race, even if it becomes uncomfortable
- Adults are comfortable talking to colleagues about race, as long as it doesn't get tense
- Engaging in conversations about race can help build culture over time; but don't expect everyone to participate
- Tie the work to what is familiar: Curriculum, SEL, Leadership, MTSS and UDL
- This is a journey and the work will never be finished; you have to make space for it



Fifth Grade Anti-Racism Work



“The goal is to create a school culture where we continually seek to uncover how bias is interfering with our aspirations and then come up with systems and structures to eradicate or reduce the impact of our bias.”

~ Tracey Benson



Contact Information

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Q&A and Discussion



Table Talk

- What about Campbell's presentation resonated with you?
- How would you describe your "equity" work at your district?
- What can you take back to your district? Write your commitment on the commitment card provided.

Based on our discussion today, I commit to...

Call to Action

- Reconvene those part of the Equity Network and those who are interested in creating county policies and practices to address educational equity.
- If interested..
 - Scan the QR Code
 - Complete Interest Form





Appendix



Combating IMPLICIT Bias

Introspection

Mindfulness

Perspective-taking

Learn to slow down

Individuation

Check your messaging

Institutionalize fairness

Take two

Increasing awareness isn't enough. Teach people to manage their biases, change their behavior, and track their progress.

Challenge Bias - [Classroom Toolkit](#)
from the Anti-Defamation League
(ADL)

Strategies and Resources

Introspection

Explore and identify your own implicit biases by taking implicit association tests or through other means of self-analysis.

[Project Implicit – Implicit Association Tests](#)

Mindfulness

Practice ways to reduce stress and increase mindfulness, such as meditation, yoga, or focused breathing.

[“Three Ways Mindfulness Makes You Less Biased”](#)

Perspective-taking

Consider experiences from the point of view of the person being stereotyped. This can involve consuming media about those experiences, such as books or videos, and directly interacting with people from that group.

[“A Conversation About Growing Up Black”](#)

Learn to slow down

Pause and reflect on your potential biases before interacting with people of certain groups to reduce reflexive reactions. This could include thinking about positive examples of that stereotyped group, such as public figures or personal friends.

[“Snacks and Punishment”](#)

Strategies and Resources

Individuation

Evaluate people based on their personal characteristics rather than those affiliated with their group. This could include connecting over shared interests or backgrounds.

["Long-Term Reduction in Implicit Race Bias: A Prejudice Habit-Breaking Intervention"](#)

Check your messaging

As opposed to saying things like "we don't see color", embrace evidence-based statements that reduce implicit bias, such as welcoming and embracing multiculturalism.

["The Impact of Multiculturalism Versus Color-blindness on Racial Bias"](#)

Institutionalize fairness

Support a culture of diversity and inclusion at the organizational level. This could include using an "equity lens" tool to identify your Board's blind spots. Promote procedural change at the organizational level that moves toward the goal of educational equity.

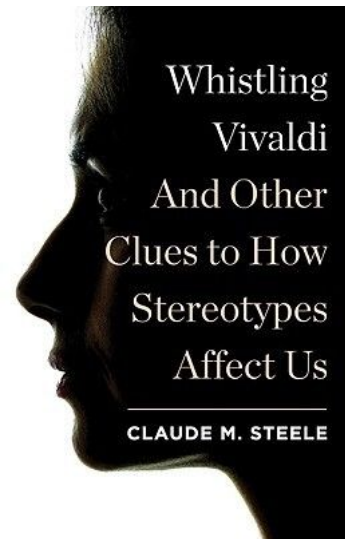
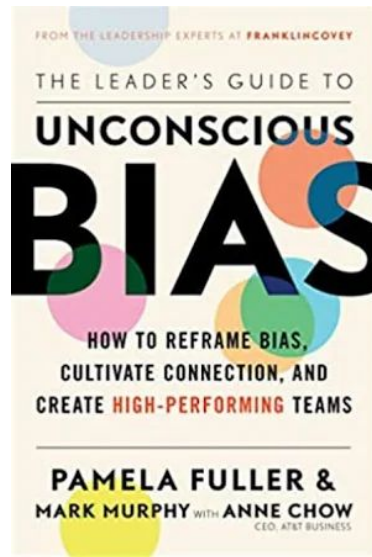
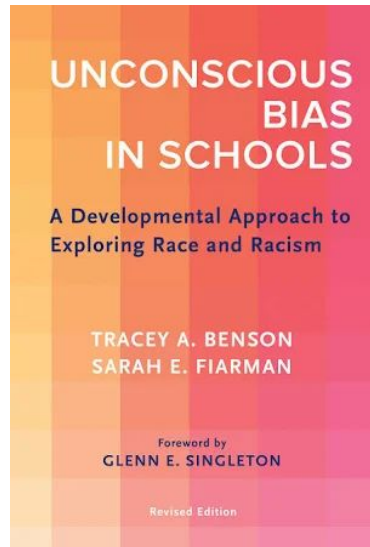
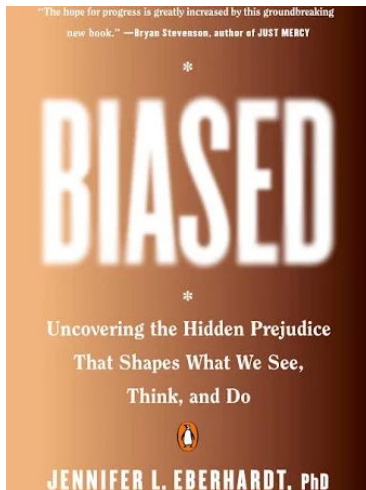
[The Equity and Empowerment Lens](#)

Take two

Resisting implicit bias is lifelong work. You have to constantly restart the process and look for new ways to improve.

["Cultural Humility Versus Cultural Competence: A Critical Distinction Defining Physician Training Outcomes in Multicultural Education"](#)

Good Reads





Thank you!

